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Middle Name

fiston

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Date of Birth

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Nickname



tshingombe fiston <tshingombefiston@gmail.com>

GenAI Cybersecurity Risks: The gift that keeps on giving your data away

tshingombe fiston <tshingombefiston@gmail.com>

Thu, Feb 27, 2025 at 10:59
AM

To: BrightTALK <info@zmp.techtarget.com>

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1 hr 44 min

Welcome to the 350-401 ENCOR Study Material page. This page is designed to help you

quickly find what you are looking for by organizing the content according to the exam topics.

These resources are meant to supplement your learning experience and exam preparation. They are NOT designed to serve as a complete self-study program, but intended only as a suggested starting point.

Plan activities
Accordion Arrow
Enterprise
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Clock
1 hr 14 min
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Lesson 1: Overview of CCNP Enterprise Track

Enterprise: Lesson 1: Overview of CCNP Enterprise Track

MP4
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11 min

Lesson 2: CCNP Enterprise Exam Blueprint

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9 min

Lesson 3: CCNP Enterprise Sample Questions

Enterprise: Lesson 3: CCNP Enterprise Sample Questions

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Lesson 4: How to Prepare for the Enterprise Core Exam

Enterprise: Lesson 4: How to Prepare for the Enterprise Core Exam

MP4

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32 min

Lesson 5: Questions and Answers

Enterprise: Lesson 5: Questions and Answers

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12 min

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Architecture

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Cisco Exam Review: ENCOR

Resource

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Enterprise Campus Design: Multilayer Architectures and Design Principles

Architecture

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Site Survey Guidelines for WLAN Deployment

Architecture

Resource

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Indoor Mesh Deployment Guide

Architecture

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WLAN RF Design Considerations

Architecture

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Cisco SD-Access - A Look Under the Hood - BRKCRS-2810

Architecture

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Cisco DNA SD-Access (SDA) - Introduction to SDA Fabric - BRKARC-2009

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Enterprise QoS Solution Reference Network Design Guide

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Enterprise QoS Design - BRKCRS-2501

Architecture

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QoS Design and Deployment for Wireless LANs - BRKRST-2515

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How to Choose the Best Router Switching Path for Your Network

Architecture

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IOS Routing Internals - BRKARC-2350

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Virtualization

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Virtualization

Virtualization

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Network Virtualization--Path Isolation Design Guide

Virtualization

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Virtual Route Forwarding Design Guide - Introduction

Virtualization

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Introduction to LISP and VXLAN - Scalable Technology Overlays for Switching

Virtualization BRKRST-3045

Resource

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Introduction to VXLAN: The future path of your datacenter - BRKDCN-1645

Virtualization

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LISP - A Next Generation Networking Architecture - BRKRST-3045

Virtualization

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Infrastructure

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Clock

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Inter-Switch Link and IEEE 802.1Q Frame Format

Infrastructure

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Software Configuration Guide, Chapter: Configuring VLANs

Infrastructure Catalyst 3750-X and 3560-X Software Configuration Guide, Release 15.0(1)SE
Chapter: Configuring VLANs

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Understanding EtherChannel Load Balancing and Redundancy on Catalyst Switches

Infrastructure

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Software Configuration Guide, Chapter: Configuring EtherChannels and More

Infrastructure Catalyst 3750-X and 3560-X Software Configuration Guide, Release 15.0(1)SE
Chapter: Configuring EtherChannels and Link-State Tracking

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Spanning Tree Protocol Problems and Related Design Considerations

Infrastructure

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Understanding Rapid Spanning Tree Protocol (802.1w)

This document provides information about the enhancements added by RSTP to the previous 802.1D standard.

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Understanding Multiple Spanning Tree Protocol (802.1s)

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Understanding Spanning-Tree Protocol Topology Changes

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Software Configuration Guide, Chapter: Configuring STP

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Chapter: Configuring STP

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Software Configuration Guide, Chapter: Configuring MSTP

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Chapter: Configuring MSTP

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Understanding and Tuning Spanning Tree Protocol Timers

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Spanning Tree PortFast BPDU Guard Enhancement

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Configuring Spanning Tree PortFast, BPDU Guard, and More

Infrastructure Configuring Spanning Tree PortFast, BPDU Guard, BPDU Filter, UplinkFast, BackboneFast, and Loop Guard

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Spanning Tree Protocol Root Guard Enhancement

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Spanning-Tree Protocol Enhancements using Loop Guard and BPDU Skew Detection

Infrastructure Spanning-Tree Protocol Enhancements using Loop Guard and BPDU Skew Detection Features

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An Essential Guide to Understanding and Implementing IP Routing Protocols

Infrastructure IP Routing on Cisco IOS, IOS XE, and IOS XR: An Essential Guide to Understanding and Implementing IP Routing Protocols

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Introduction to EIGRP

Infrastructure

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OSPF Design Guide

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Open Shortest Path First (OSPF)

Infrastructure

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IP Routing: OSPF Configuration Guide, Cisco IOS Release 15M&T

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OSPF Database Explanation Guide

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IP Routing: BGP Configuration Guide, Cisco IOS Release 15M&T Chapter: BGP 4

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IP Routing: BGP Configuration Guide, Cisco IOS Release 15M&T

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Network Time Protocol: Best Practices White Paper

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Network Address Translation (NAT) FAQ

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IP Addressing: NAT Configuration Guide, Cisco IOS Release 15M&T

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First Hop Redundancy Protocols Configuration Guide, Cisco IOS Release 15M&T

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IP Multicast Technology Overview

Infrastructure

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Network Assurance

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Configuration Guide,Chapter: Troubleshooting and Fault Management

Network Assurance Basic System Management Configuration Guide, Cisco IOS Release 15M&T Chapter: Troubleshooting and Fault Management

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SNMP Configuration Guide, Cisco IOS Release 15M&T

Network Assurance

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Software Configuration Guide, Chapter: Configuring SNMP

Network Assurance Catalyst 3750-X and 3560-X Software Configuration Guide, Release 15.0(1)SE Chapter: Configuring SNMP

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Important Information on Debug Commands

Network Assurance

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Using the Extended ping and Extended traceroute Commands

Network Assurance

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Software Configuration Guide, Chapter: Configuring System Message Logging...

Network Assurance Catalyst 3750-X and 3560-X Software Configuration Guide, Release 15.0(1)SE Chapter: Configuring System Message Logging and Smart Logging

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Flexible Netflow Configuration Guide, Cisco IOS Release 15M&T

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Catalyst Switched Port Analyzer (SPAN) Configuration Example

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Software Configuration Guide, Chapter: Configuring SPAN and RSPAN

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IP SLAs Configuration Guide, Cisco IOS Release 15M&T

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Software Configuration Guide, Chapter: Configuring Cisco IOS IP SLAs Operations

Network Assurance Catalyst 3750-X and 3560-X Software Configuration Guide, Release 15.0(1)SE Chapter: Configuring Cisco IOS IP SLAs Operations

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Cisco DNA Center Training Videos

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Cisco DNA Center Platform Overview

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Model Driven Network Automation with IOS-XE

Network Assurance

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Introduction to XML

Software Development and Design

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Introduction to REST and APIs

Understanding and Using APIs

Resource

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More detailed breakdown of REST and APIs

Understanding and Using APIs

Resource

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Introduction to using Postman to make API calls

Understanding and Using APIs

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Security

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Configuring Secure Shell on Routers and Switches Running Cisco IOS

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Network Security Baseline Chapter: Infrastructure Device Access

Security

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User Security Configuration Guide, Cisco IOS Release 15MT

Security

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Secure Shell Configuration Guide, Cisco IOS Release 15M&T

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Software Configuration Guide, Chapter: Configuring Switch-Based Authentication

Security Catalyst 3750-X and 3560-X Software Configuration Guide, Release 15.0(1)SE
Chapter: Configuring Switch-Based Authentication

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Software Configuration Guide, Chapter: Configuring Network Security with ACLs

Security Catalyst 3750-X and 3560-X Software Configuration Guide, Release 15.0(1)SE
Chapter: Configuring Network Security with ACLs

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Security Configuration Guide: Access Control Lists, Cisco IOS Release 15M&T

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Software Configuration Guide, Chapter: Configuring IPv6 ACLs

Security Catalyst 3750-X and 3560-X Software Configuration Guide, Release 15.0(1)SE
Chapter: Configuring IPv6 ACLs

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Control Plane Policing Implementation Best Practices

Security

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Security Dev Center

Security

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What Is Network Security?

Security

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What Is a Next-Generation Firewall?

Security

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Cisco Advanced Malware Protection Solution Overview

Security

Resource

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What Is Threat Prevention?

Security

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Cisco TrustSec

Security

Resource

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Cisco TrustSec Design Guides

Security

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Automation

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Python Programming Training Videos

Automation

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Intro to Python Part 1

Software Development and Design

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Intro to Python Part 2

Software Development and Design

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Coding 202: Parsing JSON using Python

Software Development and Design

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Cisco DNA Center API Overview

Cisco Platforms and Development

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Introduction to Cisco DNA Center Northbound APIs

Cisco Platforms and Development

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Cisco DNA Center Northbound API Modules

Cisco Platforms and Development

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Advanced Cisco IOS Device Instrumentation - BRKNMS-3021

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NetDevOps Style Configuration Management for the Network - DEVNET-1616

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- CCST IT Support job roles
- CCST IT Support exam topics (what's on the test)
- Also available: CCST Networking and CCST Cybersecurity certifications
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- Resources
- Q&A

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350-401 ENCOR v1.1 Exam Topics

Exam Description

To earn your CCNP Enterprise, CCIE Enterprise Infrastructure, or CCIE Enterprise Wireless certification, you must pass the **350-401 ENCOR** exam. This exam tests your knowledge of:

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Page 1

Implementing Cisco Enterprise Network Core Technologies v1.1 (350-401)

Exam Description: Implementing Cisco Enterprise Network Core Technologies v1.1 (ENCOR 350-401)

is a 120-minute exam associated with the CCNP and CCIE Enterprise Certifications. This exam tests a

candidate's knowledge of implementing core enterprise network technologies, including dual stack (IPv4

and IPv6) architecture, virtualization, infrastructure, network assurance, security, and automation. The

course Implementing Cisco Enterprise Network Core Technologies helps candidates to prepare for this exam.

The following topics are general guidelines for the content likely to be included on the exam. However,

other related topics may also appear on any specific delivery of the exam. To better reflect the contents

of the exam and for clarity purposes, the guidelines below may change at any time without notice.

15%

1.0

Architecture

1.1

Explain the different design principles used in an enterprise network

1.1.a

High-level enterprise network design such as 2-tier, 3-tier, fabric, and cloud

1.1.b

High availability techniques such as redundancy, FHRP, and SSO

1.2

Describe wireless network design principles

1.2.a

Wireless deployment models (centralized, distributed, controller-less, controller-based, cloud, remote branch)

1.2.b

Location services in a WLAN design

1.2.c

Client density

1.3

Explain the working principles of the Cisco SD-WAN solution

1.3.a

SD-WAN control and data planes elements

1.3.b

Benefits and limitations of SD-WAN solutions

1.4

Explain the working principles of the Cisco SD-Access solution

1.4.a

SD-Access control and data planes elements

1.4.b Traditional campus interoperating with SD-Access

1.5

Interpret wired and wireless QoS configurations

1.5.a

QoS components

1.5.b QoS policy

1.6

Describe hardware and software switching mechanisms such as CEF, CAM, TCAM, FIB, RIB, and adjacency tables

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Page 2

10%

2.0

Virtualization

2.1

Describe device virtualization technologies

2.1.a

Hypervisor type 1 and 2

2.1.b Virtual machine

2.1.c

Virtual switching

2.2

Configure and verify data path virtualization technologies

2.2.a

VRF

2.2.b GRE and IPsec tunneling

2.3

Describe network virtualization concepts

2.3.a

LISP

2.3.b VXLAN

30%

3.0

Infrastructure

3.1

Layer 2

3.1.a

Troubleshoot static and dynamic 802.1q trunking protocols

3.1.b Troubleshoot static and dynamic EtherChannels

3.1.c

Configure and verify common Spanning Tree Protocols (RSTP, MST) and

Spanning Tree enhancements such as root guard and BPDU guard

3.2

Layer 3

3.2.a

Compare routing concepts of EIGRP and OSPF (advanced distance vector vs. link state, load balancing, path selection, path operations, metrics, and area types)

3.2.b Configure simple OSPFv2/v3 environments, including multiple normal areas, summarization, and filtering (neighbor adjacency, point-to-point, and broadcast network types, and passive-interface)

3.2.c

Configure and verify eBGP between directly connected neighbors (best path selection algorithm and neighbor relationships)

3.2.d

Describe policy-based routing

3.3

Wireless

3.3.a

Describe Layer 1 concepts, such as RF power, RSSI, SNR, interference, noise, bands, channels, and wireless client devices capabilities

3.3.b

Describe AP modes and antenna types

3.3.c

Describe access point discovery and join process (discovery algorithms, WLC selection process)

3.3.d

Describe the main principles and use cases for Layer 2 and Layer 3 roaming

3.3.e Troubleshoot WLAN configuration and wireless client connectivity issues using GUI only

3.3.f

Describe wireless segmentation with groups, profiles, and tags

3.4

IP Services

3.4.a

Interpret network time protocol configurations such as NTP and PTP

3.4.b Configure NAT/PAT

3.4.c

Configure first hop redundancy protocols, such as HSRP, VRRP

3.4.d

Describe multicast protocols, such as RPF check, PIM and IGMP v2/v3
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Page 3

10%

4.0

Network Assurance

4.1

Diagnose network problems using tools such as debugs, conditional debugs, traceroute, ping, SNMP, and syslog

4.2

Configure and verify Flexible NetFlow

4.3

Configure SPAN/RSPAN/ERSPAN

4.4

Configure and verify IPSLA

4.5

Describe Cisco DNA Center workflows to apply network configuration, monitoring, and management

4.6

Configure and verify NETCONF and RESTCONF

20%

5.0

Security

5.1

Configure and verify device access control

5.1.a

Lines and local user authentication

5.1.b Authentication and authorization using AAA

5.2

Configure and verify infrastructure security features

5.2.a

ACLs

5.2.b CoPP

5.3

Describe REST API security

5.4

Configure and verify wireless security features

5.4.a

802.1X

5.4.b WebAuth

5.4.c

PSK

5.4.d

EAPOL (4-way handshake)

5.5

Describe the components of network security design

5.5.a

Threat defense

5.5.b

Endpoint security

5.5.c

Next-generation firewall

5.5.d TrustSec and MACsec

5.5.e

Network access control with 802.1X, MAB, and WebAuth

15%

6.0

Automation

6.1

Interpret basic Python components and scripts

6.2

Construct valid JSON-encoded files

6.3

Describe the high-level principles and benefits of a data modeling language, such as YANG

6.4

Describe APIs for Cisco DNA Center and vManage

6.5

Interpret REST API response codes and results in payload using Cisco DNA Center and RESTCONF2023 Cisco Systems, Inc. This document is Cisco Confidential.

Page 4

6.6

Construct an EEM applet to automate configuration, troubleshooting, or data collection

6.7

Compare agent vs. agentless orchestration tools, such as Chef, Puppet, Ansible, and SaltStack



Architecture



Virtualization



Infrastructure



Network Assurance



Security



Automation

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- - 1.1 Explain the different design principles used in an enterprise network
 - 1.1.a High-level enterprise network design such as 2-tier, 3-tier, fabric, and cloud
 - 1.1.b High availability techniques such as redundancy, FHRP, and SSO
 - 1.2 Describe wireless network design principles
 - 1.2.a Wireless deployment models (centralized, distributed, controller-less, controller-based, cloud, remote branch)
 - 1.2.b Location services in a WLAN design
 - 1.2.c Client density
 - 1.3 Explain the working principles of the Cisco SD-WAN solution
 - 1.3.a SD-WAN control and data planes elements
 - 1.3.b Benefits and limitations of SD-WAN solutions
 - 1.4 Explain the working principles of the Cisco SD-Access solution
 - 1.4.a SD-Access control and data planes elements
 - 1.4.b Traditional campus interoperating with SD-Access
 - 1.5 Interpret wired and wireless QoS configurations
 - 1.5.a QoS components
 - 1.5.b QoS policy
 - 1.6 Describe hardware and software switching mechanisms such as CEF, CAM,

TCAM, FIB, RIB, and adjacency tables

- - - 2.1 Describe device virtualization technologies
 - 2.1.a Hypervisor type 1 and 2
 - 2.1.b Virtual machine
 - 2.1.c Virtual switching
 - 2.2 Configure and verify data path virtualization technologies
 - 2.2.a VRF
 - 2.2.b GRE and IPsec tunneling
 - 2.3 Describe network virtualization concepts
 - 2.3.a LISP
 - 2.3.b VXLAN
 - - - 3.1 Layer 2
 - 3.1.a Troubleshoot static and dynamic 802.1q trunking protocols
 - 3.1.b Troubleshoot static and dynamic EtherChannels
 - 3.1.c Configure and verify common Spanning Tree Protocols (RSTP, MST) and Spanning Tree enhancements such as root guard and BPDU guard
 - 3.2 Layer 3
 - 3.2.a Compare routing concepts of EIGRP and OSPF (advanced distance vector vs. link state, load balancing, path selection, path operations, metrics, and area types)
 - 3.2.b Configure simple OSPFv2/v3 environments, including multiple normal areas, summarization, and filtering (neighbor adjacency, point-to-point, and broadcast network types, and passive-interface)
 - 3.2.c Configure and verify eBGP between directly connected neighbors (best path selection algorithm and neighbor relationships)
 - 3.2.d Describe policy-based routing
 - 3.3 Wireless
 - 3.3.a Describe Layer 1 concepts, such as RF power, RSSI, SNR, interference, noise, bands, channels, and wireless client devices capabilities
 - 3.3.b Describe AP modes and antenna types
 - 3.3.c Describe access point discovery and join process (discovery algorithms, WLC selection process)
 - 3.3.d Describe the main principles and use cases for Layer 2 and Layer 3 roaming
 - 3.3.e Troubleshoot WLAN configuration and wireless client connectivity issues using GUI only

- 3.3.f Describe wireless segmentation with groups, profiles, and tags
- 3.4 IP Services
 - 3.4.a Interpret network time protocol configurations such as NTP and PTP
 - 3.4.b Configure NAT/PAT
 - 3.4.c Configure first hop redundancy protocols, such as HSRP, VRRP
 - 3.4.d Describe multicast protocols, such as RPF check, PIM and IGMP v2/v3

•

- 4.1 Diagnose network problems using tools such as debugs, conditional debugs, traceroute, ping, SNMP, and syslog
- 4.2 Configure and verify Flexible NetFlow
- 4.3 Configure SPAN/RSPAN/ERSPAN
- 4.4 Configure and verify IPSLA
- 4.5 Describe Cisco DNA Center workflows to apply network configuration, monitoring, and management
- 4.6 Configure and verify NETCONF and RESTCONF

•

- 5.1 Configure and verify device access control
 - 5.1.a Lines and local user authentication
 - 5.1.b Authentication and authorization using AAA
- 5.2 Configure and verify infrastructure security features
 - 5.2.a ACLs
 - 5.2.b CoPP
- 5.3 Describe REST API security
- 5.4 Configure and verify wireless security features
 - 5.4.a 802.1X
 - 5.4.b WebAuth
 - 5.4.c PSK
 - 5.4.d EAPOL (4-way handshake)
- 5.5 Describe the components of network security design
 - 5.5.a Threat defense
 - 5.5.b Endpoint security
 - 5.5.c Next-generation firewall
 - 5.5.d TrustSec and MACsec
 - 5.5.e Network access control with 802.1X, MAB, and WebAuth

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- 6.1 Interpret basic Python components and scripts
- 6.2 Construct valid JSON-encoded files
- 6.3 Describe the high-level principles and benefits of a data modeling

[illegible]

-

Introduction to Cybersecurity and Screen Readers

Press

This table outlines how the different presentation components in the course interact with screen readers.

Selecting each title heading reveals additional text and an optional image.

A screen reader will advise that the

title heading is a clickable button and will read the title heading. Press the spacebar or Enter key to expand the heading.

Press the Down arrow to continue to the main body of the text. You will be advised once all text has been read.

Press the Down arrow to move to the next title heading and press the spacebar or Enter key as above.

If there is an image, the alt text will be read out.

Flipcard

Selecting each image reveals information on the back.

A screen reader will read out the alt text for the first flipcard image.

Press the Enter key or the spacebar to flip the card.

The screen reader will read the flipcard title.

Press the Down arrow to read through the main body of the text.

Once all of the text has been read, press the Down arrow to move to the next flipcard.

Graphic

A visual representation of content.

A screen reader will read out the alt text for the image.

Hotgraphic

Selecting the clickable pins on a large image reveals text and an image in a pop-up.

A screen reader will read the alt text for the main image.

Press the Down arrow to move to the first pin.

Press the Enter key or spacebar to open the pop-up. The screen reader will read the pop-up title.

Press the Down arrow to read through the text in the pop-up.

Press the Down arrow again to read the alt text of the image in the

pop-up.

Press the Down arrow again to access the next button, discover how many pins are in the main hotgraphic component, and then the close button.

Repeat this process to access the information in the next pin. **Media**

Select the play button to watch video or listen to audio content.

Use the Up and Down keys to navigate through the media player controls.

Press the Enter key to activate a button.

Narrative

Select the arrows to reveal a series of side scrolling images and accompanying text.

A screen reader will read the title of the first narrative item, followed by the alt text for the narrative item image and then the body text for the item.

Press the Down arrow to move to the next narrative item. The screen reader will tell you the number of the narrative item you are on out of the total number of narrative items.

Press the Enter key to read the next narrative item as above. **Text**

A basic presentation component.

Press the Down arrow to navigate through the text on screen.

Open text input

Enter free form text into the space provided.

Type in your response and press the Down key to move to the Submit button.

Press the Enter key to submit your response. This table outlines how the different question components in the course interact with screen readers.

Fill in the blanks

Select the correct answer from a dropdown list.

Press the Down arrow to read out the body of text and the missing word options.

Press the Down arrow again to move to the dropdown box.

Press the Enter key to open the dropdown box and use the Up and Down arrows to navigate through the answer options.

Press Enter to make a selection.

Press Enter again to submit your answer.

Graphical Multiple Choice Question

Select the correct answer from the graphical options presented.

Press the Down arrow to go to the first image. The screen reader will read the alt text for the image, then the answer text (if applicable).

Press the Up and Down arrows to navigate through each of the images.

Press the Enter key to make your selection.

Press the Down arrow to move to the Submit button and press the

Enter key to submit your answer.

Matching Question

Select the correct answers for each question stem from a dropdown list.

Press the Down arrow to move to the first question stem. A screen reader will read out the text.

Press the Down arrow to move to the dropdown box and press the Enter key to open.

Press the Up and Down arrows to work through the possible answer options and press the Enter key to

select your answer.

Press the Down arrow to move to the next question and repeat this process.

When you have selected an answer for each questions stem, press the Down arrow to move to the Submit button.

Press the Enter key to submit your responses.

Multiple Choice Question

Select the correct answer(s) to a question from a list.

Press the Up and Down arrows to move through each of the possible answers.

Press the Enter key to select your answer(s).

Press the Down arrow to move to the Submit button.

Press the Enter key to submit your response(s).

Slider

Position a slider on a scale.

Press the Down arrow to move to the start of the scale. The screen reader will read this value.

Press the Down arrow again to move to the end of the scale. A screen reader will read this value.

Press the Down arrow to move to the sliding scale and press the Enter key to make your selection.

Press the Down arrow to move to the Submit button and press the Enter key to submit your response.

Stacker

Place the options in the correct order.

Press the Down arrow to move to the first option on the list. A screen reader will read out the text.

Press the Enter key to open the selection number and press the Up and Down arrow to choose what numbered position you wish to

place this option in.
Repeat this process for each of the options on the list.
Press the Down arrow to move to the Submit button and press the Enter key to submit your response. **Yes/No**
Place the answer options into two categories.
Press the Down arrow to read out the instruction text.
Select the Down arrow again to move to the Start button. Press the Enter key or spacebar to begin this activity.
The screen reader will read out any alt text for the first item.
Press the Down arrow to move to the two category buttons.
Press the Enter key to make your selection.
The next item will then load.
Repeat the process as above.
Once you reach the last item, the question will automatically submit, and question feedback will appear.
Close the feedback box and use the Up and Down arrows to go through each item for any specific feedback.

On Thu, Feb 27, 2025 at 10:39 AM tshingombe fiston <tshingombefiston@gmail.com> wrote:

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Lab – Who Owns Your Data?

Objectives

Explore the ownership of your data when that data is not stored in a local system.

Part 1: Explore the Terms of Service Policy

Part 2: Do You Know What You Signed Up For?

Background / Scenario

Social media and online storage have become an integral part of many people's lives. Files, photos, and videos are shared between friends and family. Online collaboration and meetings are

conducted in the workplace with people who are many miles from each other. The storage of data is no longer limited to just the devices you access locally. The geographical location of storage devices is no longer a limiting factor for storing or backing up data at remote locations. In this lab, you will explore legal agreements required to use various online services. You will also explore some of the ways you can protect your data.

Required Resources

PC or mobile device with Internet access

Part 1: Explore the Terms of Service Policy

If you are using online services to store data or communicate with your friends or family, you probably entered into an agreement with the provider. The Terms of Service, also known as Terms of Use or Terms and Conditions, is a legally binding contract that governs the rules of the relationship between you, your provider, and others who use the service.

Navigate to the website of an online service that you use and search for the Terms of Service agreement.

Below is a list of many popular social media and online storage services.

Social Media

Facebook: <https://www.facebook.com/policies>

Instagram: <http://instagram.com/legal/terms/>

Twitter:

<https://twitter.com/tos>

Pinterest: <https://about.pinterest.com/en/terms-service>

Online Storage

iCloud:

<https://www.apple.com/legal/internet-services/icloud/en/terms.html>

Dropbox: <https://www.dropbox.com/terms2014>

OneDrive: <http://windows.microsoft.com/en-us/windows/microsoft-services-agreement>

Review the terms and answer the following questions.

a. Do you have an account with an online service provider? If so, have you read the Terms of Service

agreement?**Lab – Who Owns Your Data?**

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b. What is the data use policy?

c. What are the privacy settings?

d. What is the security policy?

- e. What are your rights regarding your data? Can you request a copy of your data?
- f. What can the provider do with the data you upload?
- g. What happens to your data when you close your account?

Part 2: Do You Know What You Signed Up For?

After you have created an account and agreed to the Terms of Service, do you really know what you have signed up for?

In Part 2, you will explore how the Terms of Service can be interpreted and used by providers. Use the Internet to search for information regarding how the Terms of Service are interpreted.

Below are a few sample articles to get you started.

Facebook:

<http://www.telegraph.co.uk/technology/social-media/9780565/Facebook-terms-and-conditions-why-you-dont-own-your-online-life.html>

iCloud:

http://www.americanbar.org/publications/law_practice_today_home/law_practice_today_archive/april12/have-attorneys-read-the-icloud-terms-and-conditions.html

Dropbox:

<http://www.legalgenealogist.com/blog/2014/02/24/terms-of-use-change-dropbox/>

Review the articles and answer the following questions.

- a. What can you do to protect yourself? **Lab – Who Owns Your Data?**

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- b. What can you do to safeguard your account and protect your data?

E-guide

11 key considerations

prior to a data center

upgrade

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11 key considerations prior to a data center upgrade

Stephen Bigelow, Senior Technology Editor

Cloud deployments and SaaS offerings have moved many workload deployments out of the data center. However, the local data center still hosts workloads and data that can be legally restricted, too important, too sensitive or otherwise impractical to trust with outside vendors. That means a lot rides on successful data center upgrades.

Upgrades remain the primary means of advancing the data center's IT capabilities. They build resilience, boost performance, lower operating costs, enhance security and rein in downtime by replacing aging or underperforming IT assets.

But upgrades always carry an element of risk: Oversights and mistakes can lead to unexpected downtime, issues with workload availability, performance disruptions and unacceptable management or [security gaps](#). It's important to nail upgrades successfully the first time through or, at least, have the capacity to fall back effectively if things go wrong.

The key to smooth, successful and meaningful data center upgrades is preparation. Know the goals and the path to each goal, and meet the roadblocks along the way to bring huge benefits to the upgrade process.

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11 key considerations prior to a data center upgrade

1. Understand your business needs

Some of the costliest and riskiest mistakes occur when business leaders opt for unnecessary technology investments or when they lack clear criteria for [ROI](#). Upgrades shouldn't serve as a showcase for new technologies but should help the business operate more efficiently and competitively. They should focus on the following:

- expanding vital resources, such as storage or compute;
- enabling new workloads for more, new or updated applications;
- supporting additional employees, users or transactions;
- lowering the cost per user or transaction; and
- building IT capabilities, such as workload resilience, business continuity and

disaster recovery.

For example, a server upgrade might support consolidating multiple workloads onto one system, reducing costs such as power, space and system maintenance. Adding storage to the infrastructure can be as simple as adding new disks to the existing storage server. Include a [redundant, load-balanced server](#) to enhance the availability of critical workloads.

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2. Identify the upgrade targets

With business needs clearly defined, determine the scope of the upgrade project, and identify the hardware, software, services, policies, processes and workflows affected by the upgrade.

Upgrades are never an all-or-nothing decision. Upgrade scope can be incredibly narrow and specific, so clearly determine the scope in advance to prevent potentially disastrous oversights, such as unanticipated hardware or software version incompatibility.

Consider an aging legacy workload and workload-dependent hardware. You could rework the vital workload into an updated software product, deploy that updated software on capable new server hardware and retire the aging hardware. In this case, the principal upgrade targets would involve both the legacy server and its legacy application.

Also, consider the secondary scope, such as [dependencies](#). For example, if that aging application relies on an older database, must you upgrade that database and its hardware as well? Practices such as application or systems management are considered dependencies, and you should include them in the scope.

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3. Create the upgrade roadmap

An upgrade project or goal usually involves multiple discrete upgrade tasks. For example, an upgrade might involve adding two racks of servers to the infrastructure, but that might also require the addition of power and cooling capacity upgrades or enhancements to WAN access.

Even something simple like a server upgrade can involve supporting work. For example, to add a 2U server to a full rack, you might need to relocate one or more other servers first to make space. Such considerations can seem like minutiae, but overlooking even small details can delay an upgrade.

Examine the intended goal and its dependencies, and target the dependencies first.

This might be a matter of simply relocating hardware to make [appropriate rack space](#) or upgrading supporting platforms -- such as a database and its server -- before rolling out the intended upgrade.

4. Identify the upgrade technologies

Identifying new products for an upgrade might be as simple as selecting new disks for a storage upgrade or choosing the make, model and loadout for new servers. Larger upgrades demand more consideration. For example, if it's time to update a group of

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related servers, evaluate the potential of advanced technology platforms, such as [hyper-converged infrastructure](#).

Going into an upgrade with unfamiliar hardware and software is a recipe for disaster, so test products before committing to them when possible. Use hands-on evaluations and proof-of-principle projects to validate new hardware and software products and learn their deployment, setup, configuration and interoperability considerations.

5. Clean up or enhance existing infrastructure

Everything in the data center has a lifecycle, and aging infrastructure can pose an impediment to the business. As you review infrastructure to determine the scope and requirements for an upgrade, take additional time to consider tasks or projects that might not directly impact the intended upgrade, but can still benefit the business and infrastructure in a broader sense, including the following:

- adding redundancy to a critical application;
- removing redundancy from applications that no longer need it;
- updating aging cabling to facilitate greater network bandwidth;
- updating power distribution and power backup, such as power distribution

units and [uninterruptible power supply subsystems](#);Page 6 of 12

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repositioning racks and closing open hardware gaps to [enhance cooling airflow](#); and

reviewing system management tools and capabilities.

Such tangential or secondary upgrades can enhance the data center's performance, reliability and efficiency.

6. Prepare documentation

Most data center hardware and software require an [assortment of details](#) for deployment. Details include default network addressing, licensing data such as activation codes, and detailed instruction for setup and configuration, such as product manuals and user guides.

Organize this data, and ensure the availability of everything before launching an upgrade task. Otherwise, the business risks unacceptable delays and unwanted cancellations because of missing details. For example, a new software product might require a license number or activation code. IT staff don't want to scramble for this information when performing an upgrade at 2 a.m. when the vendor's sales and support staff might not be available for a prompt response.Page 7 of 12

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7. Back up and be ready to restore

Today's [virtualized data center environments](#) make it relatively easy to move workloads to other servers, which enables you to replace and configure an emptied server. At the same time, you can replicate workloads running inside VMs using copy or snapshot technologies. Still, mistakes and unintended consequences happen, and even seemingly straightforward upgrades can go sideways in a hurry. Before and during an upgrade, prepare for the worst with simple guidelines, such as the following:

- performing a complete backup of any server applications or storage systems involved in an upgrade process;
- testing the restoration process and ensuring that the restoration works;
- ensuring that all IT staff involved in the upgrade task can execute a restoration or rollback successfully;
- documenting the current configuration of existing hardware and software -- even if you plan to retire those products -- so that you can restore them to a known-working state if necessary;
- and documenting all changes that take place during the upgrade -- such as [changing an IP address](#) or moving a VM to a different physical server -- and ensuring those changes are reflected in systems or change management tools.

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8. Keep stakeholders informed

Upgrades can disrupt regular business and keep important workloads unavailable for prolonged periods. This affects employees, business partners, customers and business leaders alike. Data center upgrades should always loop stakeholders into the process. An upgrade project usually involves numerous tasks. So, treat each task individually, and communicate that to stakeholders. Common communication includes the following:

- telling stakeholders what upgrades are planned, why the work is necessary, what changes or new capabilities should be available and when the work takes place;
- reminding stakeholders about upgrade schedules -- usually including several

reminders leading up to the actual upgrade task;

- sending an update to stakeholders if you encounter problems or delays; and

- sending an all-clear to stakeholders once the upgrade task is complete and normal functionality resumes.

Also, provide accurate contact information for [support or help desk access](#) if problems arise. For example, if a software upgrade comes with new features and functions, train the support personnel on those changes in advance so that they can effectively address user questions and problems.

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9. Validate the deployment

Once you complete the upgrade task, test and validate that the hardware or software deployment works properly. For example, a new server should run well and have secure configuration. When you reinstall or migrate workloads back to the server, those workloads should become accessible across the local data center network. At this stage, IT staff must benchmark and measure performance, troubleshoot and remediate upgrade problems, or execute a rollback if needed. Only once you know everything works as intended should you open the resources for general use across the business LAN or internet.

Upgrades can disrupt systems or application management tools. Capture any changes involved in an upgrade task in all data center systems and security management tools, or prepare to enter changes manually using the documentation you collect. Some management platforms require additional installation of agents or drivers before the management tool can oversee new assets properly.

10. Roll out a deployment systematically if necessary

Roll out upgrade projects that involve high levels of uncertainty or risk in stages. For example, updating a mission-critical legacy application and its associated hardware involves deploying new assets simultaneously -- in parallel with current assets -- and

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opening segments of the environment for [beta testing](#), rather than simply replacing the application and hardware in an upgrade. This minimizes the impact of unforeseen problems after the upgrade goes live because the original hardware and software

remain available and operational.

If the new assets operate as intended, you can systemically migrate additional user groups to the new assets. When you have migrated all users successfully and thoroughly proven the new assets, you can then retire and remove any old assets as a smaller cleanup upgrade task.

11. Consider data center standards

There are no established requirements for data center design, implementation, performance or availability. However, governments, stakeholders, partners and customers have come to expect a level of [adherence to certain standards](#). Upgrade projects are an excellent opportunity to examine data center standards and consider the value of adopting an existing standard.

Numerous code and best practice standards can validate your data center, including Uptime Institute, Telecommunications Industry Association 942, American National Standards Institute/BICSI 002-2014, EN 50600 and a range of optional standards, such as Leadership in Energy and Environmental Design, Green Globes and Energy Star. Understand the role of each standard, evaluate its importance or benefit to your business and plan to implement desired standards as part of ongoing data center upgrade projects. Page 12 of 12

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OpenEDG Python Institute Certifications

The Python Institute is committed to the development of an objective **framework for skills assessment and competency validation** and building an independent **global standard in Python programming certification**, which will allow programming specialists, software developers, and IT professionals from all over the world to assess and document their

programming skills objectively, and to gain recognition for their expertise.

Open Education and Development Group (OpenEDG) together with [Cisco Networking Academy](#) – the leading global education program, and [Pearson VUE](#) – the leader in computer-based testing, have established collaboration for the delivery of learning and certification programs created for the Python programming language.

On the foundations of this cooperation, the OpenEDG Python Institute, Cisco Networking Academy, and Pearson VUE provide the **leading Python programming curriculums and high-stakes, globally available, and industry-recognized Python programming testing and certification programs.**

The Python Institute is committed to providing the IT community as well as the education and industry sectors with test and certification programs of the highest quality. We are proud to offer professional certifications designed to provide industry recognition of knowledge, skills and proficiency in Python programming.



Andrew Smith

Senior Lecturer, The Open University, UK

At the OU, we have seen how the employability of OpenEDG's Python certification has underpinned the popularity of our linked Microcredential, it is the value that PCAP and PCEP offer that makes the difference.

Exam and Certification Development Standards

The OpenEDG Python Institute certification program was designed following a **rigorous process of industry and market research** to accurately determine the demand for specialized professionals in the given sectors: through **Job Task Analyses (JTAs)**, **Training Needs Analyses (TNAs)**, and **Skills Gap Analyses (SGAs)** aiming to identify the work requirements and skills sought by employers looking to hire Python programmers; and an intensive **examination of the education system** that lays out the foundation for the training and development of IT

specialists, web developers, managers, and aspiring programmers.

Open Education and Development Group (OpenEDG), in its certification development process, adopts a **meticulous, consultation-driven, and competency-oriented approach to test design**, utilizing qualitative development frameworks, subject-centered design patterns, and psychometric modelling conducted in alignment with the prescriptive guidance for educational and psychological assessment practices put forth in the **Standards for Educational and Psychological Testing** (AERA, APA, NCME), **European Test User Standards** (EFPA, EAWOP), and the **European Test Review Model** (EFPA, EAWOP).

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Christopher Boguslawski
President, Python Institute




Christopher Boguslawski
President, Python Institute

The OpenEDG Python Institute works closely with Subject Matter Experts from the education sector (school districts, colleges, universities), government sector (CTE Resource Centers, Departments of Education), and business sector (industry representatives, IT professionals, programmers, hiring managers) to bridge the gaps between them, understand their needs, and address the most important workforce challenges of the 21st century.

The exam and certification development process is recognized and endorsed by [Cisco](#), an OpenEDG strategic partner, and accredited by [Pearson VUE](#), the global leader in computer-based testing, and the biggest provider of IT certification exams worldwide.

Learn more about our certification development standards

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- Learning Catalog

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Downtime Schedule – February 2025

- Friday, 28 February 2025 at 5:30 p.m. to 8:30 p.m. PST (UTC-8)

- Saturday, 1 March 2025 at 1:30 to 4:30 UTC

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My Learning

In-Progress

Academy

All

type

All

Intermediate

Course | Self-paced

Python Essentials 2

Expand your computer programming skills and get ready to earn a certification.

Beginner

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Launching a Business Venture

The second in a 3-course series on entrepreneurship designed to help you advance a business idea from planning to launch.

Beginner

Course | Self-paced

Managing a Business Venture

The third in a 3-part entrepreneurship series designed to help you learn business strategy, operations, networking and risk management.

Beginner

Course | Self-paced

Network Addressing and Basic Troubleshooting

Network Addressing and Basic Troubleshooting. Take your networking foundation deeper and explore next steps towards a career in tech.

Beginner

Course | Self-paced

Network Defense

Learn how to monitor and protect your network and evaluate security alerts.

Beginner

Course | Self-paced

Network Support and Security

Develop your network troubleshooting and user access control skills to begin your career in technology.

Beginner

Course | Self-paced

Networking Basics

Start learning the basics of computer networking and discover how networks operate.

Beginner

Course | Self-paced

Networking Devices and Initial Configuration

Continue learning networking essentials and build your foundational skills.

Beginner

Course | Self-paced

Python Essentials 1

Learn fundamental concepts of computer programming and start building coding skills with the Python programming language.

Beginner

Course | Self-paced

Operating Systems Basics

Start learning the basics of computer and mobile devices operating systems.

Intermediate

Course | Self-paced

JavaScript Essentials 2

The second in a 2-course series. Gain a strong JavaScript foundation and prepare for JSA – Certified Associate JavaScript Programmer Certification

Beginner

Course | Self-paced

JavaScript Essentials 1

Design, develop, and improve JavaScript programs. Boost your programming skills to start your career in technology.

Beginner

Course | Self-paced

Introduction to IoT and Digital Transformation

Billions of devices connect to the network every day. Learn how IoT is digitally transforming the world and opening up exciting new jobs.

Beginner

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LogicMonitor Inc

United States

Marcelo Hernandez

Student

Gwinnett Technical College

United States

Presented by

Nicholas Doane, Sr. Sales Engineer at LogicMonitor | Alex Pylnev, Specialist Solution Architect at AWS

About this talk

Join LogicMonitor and AWS experts for actionable insights to make your VMware migration seamless, cost-effective, and performance-optimized. Discover how a hybrid observability platform like LogicMonitor Envision helps CloudOps teams manage VMware migrations, mitigate risks, and optimize on-prem and cloud environments for maximum efficiency. Key takeaways for CloudOps: - Ensure uninterrupted service availability and gain better control over migration timelines while optimizing cloud costs with detailed billing and utilization insights - Compare lift-and-shift vs. refactoring strategies for VMware workloads and see how LogicMonitor Envision automates VM configuration detection and cost optimization - Improve cost visibility and ensure migrated resources deliver optimal performance, avoiding common pitfalls in on-prem to cloud transitions - Automate performance optimization by identifying over-provisioned VMs and streamlining workflows through integrations with tools like ServiceNow and PagerDuty

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Keiron Shepherd, F5, Regional Solutions Architect

Feb 13 2025 | 28 mins

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n an era where technology drives business success, staying competitive means embracing the future. Join us for an exclusive fireside chat featuring industry trailblazers as they explore how AI is reshaping IT operations. LogicMonitor's General Manager of AI, Karthik Sj, will host an insightful discussion alongside Forrester Principal Analyst, Carlos Casanova, and Kris Manning, Global Head of IT Network at Syngenta. This is a must-attend event for IT professionals seeking to maximize the impact of AIOps tools.

On Thu, Feb 27, 2025 at 10:14 AM tshingombe fiston <tshingombefiston@gmail.com> wrote:

On Thu, Feb 27, 2025 at 10:04 AM tshingombe fiston <tshingombefiston@gmail.com> wrote:

On Wed, Feb 26, 2025 at 9:09 AM BrightTALK <info@zmp.techtarget.com> wrote:

GenAI Cybersecurity Risks: The gift that keeps on giving your data away

Embarking on an AI initiative? Are you aware of the hidden risks Generative AI (GenAI) platforms like ChatGPT, Microsoft Copilot, and Google Gemini pose to your organisation? And more importantly do you know how to mitigate those risks?

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Lab - Use Excel to Forecast

Objectives

Part 1: Input the Data

Part 2: Execute a Data Forecast

Background / Scenario

Forecasting is a way of predicting values in the future based on data. Managers want data instantly to make decisions and they rely on techniques such as forecasting to make those decisions. With big data, volumes of data are produced instantaneously. This presents a challenge to collect and process this data in real time.

This lab is very basic and is designed to show you how forecasting is performed in Microsoft Excel. You will be inputting a set of weekly grades and using the forecast feature to see what grades are predicted for the next few weeks.

Required Resources

Microsoft Excel with the Analysis ToolPak option installed or ability to enable as an Add-In

Instructions

Part 1: Input the Data

Step 1: Enable Analysis ToolPak Add-in.

- a. Open a blank Excel spreadsheet.
- b. Click **File** and click **Options**.
- c. Click **Add-ins**. At the bottom of the page, select **Excel Add-ins** in the **Manage** drop down if necessary and click **Go**.
- d. In the **Add-ins** window, select **Analysis ToolPak** and **Solver Add-in** and click **OK** to continue.

Step 2: Input grades and dates into specific Microsoft Excel cells.

- a. In cell A1, enter **Date**.
- b. In cell B1, enter **Grade**.
- c. In cell C1, enter **Forecast**.
- d. In cell D1, enter **Lower Confidence Boundary**.
- e. In cell E1, enter **Upper Confidence Boundary**.
- f. Starting with the A2 cell, type the following dates in the A2 through A15 cells:
1/8/2018, 1/15/2018, 1/22/2018, 1/29/2018, 2/5/2018, 2/12/2018, 2/19/2018,
2/26/2018, 3/5/2018, 3/12/2018, 3/19/2018, 3/26/2018, 4/2/2018, 4/9/2018

Note: The date format may be different in your region. In the example, it is using mm/dd/yyyy for the date format.

Note: If you get pound signs (###) in your cell, click, hold down, and drag the line to the right of the dates to make the A column wider or you can right-click the A that is above the word Date, select **Column width**, type **10**, and click **OK**.

- g. Starting with the B2 cell, type the following grades in the B2 through B11 cells:
100, 90, 75, 80, 50, 95, 85, 100, 80, 75

Part 2: Execute a Data Forecast

In this part, you will use Excel to forecast what your grades will be for the remaining weeks. Remember that this forecast is based on the grades you have already achieved and have entered into the spreadsheet.

Step 1: Use the Forecast Sheet Function.

- a. Highlight cells A2 to A15.
- b. In the **Data** tab, click **Text to Columns** launch the **Text to Columns Wizard**.
- c. In Step 1 of 3, leave the default choice as **Delimited** and click **Next**.
- d. In Step 2 of 3, leave the default choice as **Tab** and click **Next**.
- e. In Step 3 of 3, select **Date** and change the field in the dropdown box to MDY (Month/Date/Year). Click **Finish**.
- f. Select cells A1 through B11.
- g. In the **Data** tab, select **Forecast Sheet** to open the **Create Forecast Worksheet** window.
- h. In the **Forecast End** calendar window, select **4/9/2018** as the end date.
- i. Expand **Options**. Notice that you can adjust the confidence interval. The confidence interval is the upper and lower limits of what Excel predicts you will score in the next few weeks.

- j. Click **Create** to create the graph and generate forecast data in a new sheet. The generated graph should be similar to what is shown below. Note that the graph can be moved if it is covering up any data cells.
- k. Notice that Excel predicts that you will make 80.39 on March 19th but is 95% confident that it really will be a score somewhere between 47.54 and 113.23.

What score is predicted for April 2nd?



Show Answer

Within what range of scores is Excel 95% confident that you will make on April 9th?



Show Answer

- l. If you like using a formula instead of the using the menu, you can input a formula and get the same numbers in the original sheet.

In C12 enter the following formula:

=FORECAST.ETS(A12,\$B\$2:\$B\$11,\$A\$2:\$A\$11,1,1)

In D12, enter the following formula:

=C12-FORECAST.ETS.CONFINT(A12,\$B\$2:\$B\$11,\$A\$2:\$A\$11,0.95,1,1)

In E12, enter the following formula:

=C12+FORECAST.ETS.CONFINT(A12,\$B\$2:\$B\$11,\$A\$2:\$A\$11,0.95,1,1)

Step 2: Modify the data.

- a. Change the data to grades that are more reflective of your own grades.
- b. Highlight the data sets in cells A1 and B1 up to A11 and B11.
- c. In the **Data** tab, select **Forecast Sheet** to open the **Create Forecast Worksheet** window.
- d. Expand the **Options** and adjust the confidence interval from 95% to 98%.

How did changing the confidence level from 95% to 98% affect the forecast range of grades?

Show Answer

List three examples of where you think forecasting would be used in big data.

Show Answer

Show All AnswersClear My Responses

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Update about your Open Data Day 2025 Mini-Grant proposal

Inbox



Lucas Pretti <lucas.pretti@okfn.org> Wed, Feb 26, 11:58 PM (11 hours ago)

to opendataday, bcc: me

Hello,

Thank you for submitting a proposal for an Open Data Day 2025 mini-grant.

We regret to inform you that your proposal has not been selected this time. The selection process has been particularly long and difficult this year due to the high quality of the 130 proposals received from all around the globe, so, although your proposal has not been selected, we would like to congratulate you and thank you for sharing your event with us.

[Open Data Day](#) is a community-organised event. The mini-grants help promote just a few of the hundreds of independent events that take place every year. We encourage you to go ahead with your proposal and realise it in any way you can. The important thing is to get together with your community and celebrate the power of open data to tackle the polycrisis.

We would also like to invite you to participate next year. If you're not yet part of the community, you can also join the [Open Data Day Google Group](#) and/or the [Open Data Day Slack channel](#) to ask for advice, share tips, and get connected with others.

In addition, we'd like to share with you the [Press Kit](#) we've prepared to help promote your event. It contains resources such as logos, badges and pre-scripted texts that you just need to translate and adapt.

The official ODD25 hashtags are #OpenDataDay #ODD25 #BetterTogetherThanAlone.

Please feel free to reach out to us if you have any questions or need further clarification.

Yours sincerely,

--

Lucas Pretti

Communications, Institutional Relations and Advocacy Director

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The AI Advantage: How retailers are shaping customer experiences with data-driven insights

3

© 2024 Cascade Insights all rights reservedKey Findings

Key statistics

- 85% of consumers feel neutral to positive about the use of AI to enhance their shopping experiences.

- More than half of consumers are comfortable sharing their shopping data to improve shopping experiences.
- Consumers want assurances of data protection and intent, with 36% of them leaving retailers where they were concerned about how their personal data was being used.
- On average, 43% of retailers are focusing on operational initiatives that optimize workflows and improve customer experiences.

Summary:

Consumers have become comfortable with the data collection and usage practices in retail. Past experiences have shown them that data-driven AI technologies can make their shopping interactions more efficient, easier, and enjoyable.

However, some retailers aren't taking full advantage of this opportunity. Instead, they are focusing on initiatives where collecting customer data isn't necessary.

Those who are taking full advantage are experiencing success amidst complicated and costly implementations.

The detailed exploration of three key customer focused AI initiatives—AI Virtual Shopping Assistants, AI-Driven Personalization, and AI Powered Marketing Optimization—demonstrates how leading retailers are leveraging AI to drive efficiencies and elevate the shopping experience.

The AI Advantage: How retailers are shaping customer experiences with data-driven insights
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When asked about features they had interacted with, consumers highlighted delivery tracking, personalized email ads, and contactless delivery or checkout. Notably, only 10% reported having no interaction with any of the shopping experiences included in the survey.

Top used shopping features include:

66%

Delivery

Tracking

45%

Email Ads

31%

Contactless

delivery or

checkout

Consumers think AI shopping experiences make their transactions:

42%

53%

56%

More enjoyable

Easier

More efficient

of consumers reported feeling neutral about the use of AI to enhance their shopping experiences, while 36% expressed being happy or very happy with it.

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Consumers are willing to trade their shopping data for better shopping experiences.

Consumer attitudes toward data sharing have evolved, with many customers becoming more comfortable allowing retailers to use their data for personalized targeting.

- Nearly **75%** of consumers are willing to share valuable data, such as preferences and loyalty program information.
- **41%** of consumers are even comfortable sharing health-related data.

- However, discomfort remains around sharing social media data (**49%**) and technical** data (**54%**).

Despite these reservations, the data consumers are willing to share provides ample opportunity for retailers to deliver more personalized and enhanced shopping experiences.

*Note: To simplify the graph, "comfortable" responses include both "comfortable" and "very comfortable" percentages, while "not comfortable" responses combine "uncomfortable" and "very uncomfortable" percentages.

**Technical data is defined as Device type, IP address, geolocation, app usage.

72% 71%

63% 62% 61% 60% 59%

54% 51%

47% 45%

41%

49%

54%

Comfortable

Neutral

Not comfortable7

27%

Virtual

Try On

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Top shopping frustrations & wanted experiences:

27%

Faster Checkout
(online &
In-store)

23%

Streamlined
Returns &
Exchanges

23%

Price
Comparison
Tool

36%

Tailored Discounts
& Personalized
Promotions

%

27%

Early Access to
Products &
Promotions
Most Wanted Shopping Experiences
Experiences that Most Increase Loyalty
Frustrations⁸

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Retailers are juggling solving their own pain
points with improving customer experience.

While customer experience remains a top priority in
the retail industry, many retail operations leaders are
seeking ways to address two needs with one
solution. They're implementing AI technologies that
can enhance customer experiences while optimizing
back-end processes, addressing labor shortages, and
increasing margins.

This often involves improvements to shopping
experiences that go unnoticed by customers. For
example, AI-driven inventory management ensures
top-selling items remain in stock and are positioned
for efficient shipping.

However, some AI initiatives, such as chatbots, aim to improve customer experience, by shortening wait times, and solve retailer challenges, by mitigating labor shortages, but can inadvertently lead to customer dissatisfaction.

“Virtual customer service agents are horrible. They never understand what you are actually asking and getting to a live person is too difficult.”

32%

33%

38%

42%

43%

43%

AI-augmented delivery services

Optimized marketing (for segmentation and personalization)

Personalized recommendations

AI-powered personalized shopper

Customer service chatbots

AI-enabled inventory management

Top AI Initiatives Retailers Are Implementing

9

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Retail leaders may also be targeting operational initiatives because these efforts typically require little to no customer data.

Focusing on operational initiatives helps retailers avoid the cybersecurity risks, the responsibility of protecting sensitive customer information, and the complexities of complying with data regulations that come with consumer-data initiatives.

It also mitigates the high costs associated with storing, analyzing, and leveraging customer data to deliver personalized shopping experiences.

Obviously when it comes to AI, there's still a lot of questions around, Is it safe from a cybersecurity

standpoint? Are we touching
customer data? How well is it
controlled?"

-SVP Operations, Convenience Stores

With **43%** of retailers implementing AI virtual assistants, **38%** focusing on personalized shopping experiences, and **33%** optimizing personalized marketing efforts, personalization is no longer optional—it's an expectation. As long as retailers provide transparency and reassurances on data collection and usage, consumers will continue to demand tailored, data-driven experiences.

28%

31%

36%

41%

Clear

explanation of

what personal

information is

being

collected

Following

privacy laws

that protect

personal data

Promise that

personal data

won't be sold

to other

companies

Strong

protection of

personal

information

from hackers

Top Reassurances on Data

Protection & Usage

of consumers reported

they stopped shopping at

a retailer due to concerns

about how their personal

data was being used,

while **48%** said they had

not.10

Title

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11

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Retailers launching AI-based personal shopping assistants aim to improve customer experience on their e-commerce platform by replicating a personalized in-store shopping experience. This tool uses large language models (LLMs) to understand, interpret, and respond to customer queries with contextual accuracy, recommending items, answering questions, and assisting with purchases based on each customer's specific needs.

12-18

month

timeline

While few strategy leaders achieved the exact outcomes they anticipated from AI virtual shopping assistants, 96% still considered the initiative a success.

This perception may stem from experiencing unexpected positive results, such as improvements in softer metrics, including:

- Improved personalization.
- Increased engagement.
- Positive survey feedback.¹²

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Implementation key

points:

-

Planning includes developing a detailed plan of business requirements, minimum viable product specs, potential challenges, and desired outcomes.

-

Data validation and privacy concerns must be addressed in the early stages of the project to ensure compliance and security.

-

Integration can be complex and typically requires access to an up-to-date product catalog and accurate customer data. Advanced tools may also leverage OpenAI-type models to enrich the process by incorporating additional product information.

-

Most retailers enhance their existing chatbot capabilities rather than developing or adopting a separate **application**.

-

Testing and deployment occur in stages, to identify and resolve issues before progressing further.

-

New implementations operate within a **continuous feedback loop** to address problem areas and enhance performance over time.

“[The model] is trained with decades of our retail data. It must be able to interact with the other LLMs to make sure that responses are highly contextual, they are tailored to our environment, and that the customer really feels like they're speaking to a person,

not to an LLM.”

- *Executive Business Strategy, Big Box Retailer*

In addition to the challenges shown in the graph below, strategy leaders struggled with:

- The assistant maintaining conversational context during multi-part interactions
- Latency issues when pulling data from diverse sources
- Real-time inventory integrations

13

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Retailers are adopting AI-powered personalization systems to improve the shopping experience across both digital and in-store channels. These systems deliver tailored interactions, including personalized product recommendations, customized promotions, and loyalty rewards. AI-driven personalization leverages individual customer preferences and shopping behaviors to enhance engagement and satisfaction.

6-9

month

timeline

There were large deficits in the number of technical, marketing, and ecommerce leaders who anticipated personalized experiences giving them a competitive advantage and decreasing customer churn and those who experienced these outcomes.

Yet, 96% of them still considered this initiative a success. This could be due to improvement that aligns with more detailed KPIs, like:

- Higher conversion rates.
- Increased basket values.
- Better engagement & positive feedback.¹⁴

The AI Advantage: How retailers are shaping customer experiences with data-driven insights

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Implementation key points:

-

Planning includes identifying current pain points and defining scope.

-

Collecting and standardizing customer, store sales, and eCommerce transaction data can all be included in this initiative.

-

For recommendation engines data science teams build out the engine using LLMs trained on the data collected.

-

For **personalized promotions** data science teams may build out an infrastructure that allows them to integrate third-party solutions and plugins. Though they may need heavy customization.

-

Testing is done in house by key stakeholders so adjustments can be made before rolling out to customers. .

-

Deployment happens in increments across a single brand or to a single group of customers to gauge success and needed refinement.

“We had to heavily customize [a third-party solution]. It has to be relevant for our product set, understand the relationships between our different products and those you're likely to buy with products in your basket... You could buy models and make them work for grocery, for

apparel, or wider expectations of retail. That was a main challenge to make it work for our sector.”

- *Director of Digital , Big Box Retailer*

In addition to the challenges outlined in the graph below, teams implementing personalization initiatives can anticipate running into data quality issues. These initiatives require clean and structured customer and sales data to be able to execute effectively. Additionally, regulations around data collection and usage can pose a challenge.

Marketing leaders are leveraging AI-driven audience segmentation to deliver highly personalized and relevant content to customers. This approach uses machine learning and predictive analytics to identify distinct customer segments based on behaviors, preferences, and demographics. This Improves targeting accuracy, drives engagement through personalized messaging, and optimizes marketing resource allocation across multiple channels to improve ROI.

6-8

month

timeline

Even with large deficits in the number of marketing leaders who experienced the most anticipated outcomes, 96% of them still considered this initiative to be successful.

This could be due to success that aligns with more targeted metrics, such as:

- Win-back rates.

- Targeting high-value customers.
- Better predict customer lifetime value.
- Increased engagement.¹⁶

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Implementation key points:

-

Planning includes setting clear goals and understanding what KPIs and metrics will be affected.

-

Evaluating current infrastructure across channels allows technical teams to gauge what upgrades might be necessary.

-

Because of the large number of solutions on the market, retail leaders typically **choose vendor solutions** rather than building in house.

-

Tool evaluation and selection includes multiple vendors, possibly trials, and POCs to ensure the platform is effective and works well with their tech stack.

-

Data cleansing and integration is required to pull all data into a single source for analysis and use. Technical teams are using APIs to facilitate more seamless integrations.

-

Testing is done by marketing teams to refine the solution before deployment.

-

Deployment may happen on a

larger scale than other initiatives, but they are A/B testing and continuously optimizing.

"I've realized it takes time to get this all going. I thought it would happen much faster. But just setting up a platform is one thing. Getting the data into it and understanding how to utilize it. I think we underestimated how much time it would take to do that work and really get comfortable around it. Then, once you start getting output, you have to determine how to test it."

- Chief Marketing & Digital Officer, Pet Store Retailer

In addition to those in the graph below, teams implementing marketing segmentation and personalization efforts can face challenges gaining buy-in from stakeholders and addressing the skills gaps they have in their teams to maintain data-driven processes.

"We converted our ERP, which was a massive hairy beast and kind of crazy. What we realized is that their web API is very incomplete. They're working on what they call next gen. There's supposedly going to be an API at some future date that will do everything we want it to do. But our developers have been heads down, deeply focused on creating workarounds that allow our website to communicate with the in-store POS instance and with the ERP directly instead of via the API."

- Executive Director, eCommerce Retailer

46%

45%

44%

41%

39%

38%

35%

34%

IT

infrastructure

Improve data

infrastructure

Upskilling staff

Update

eCommerce

platform

Update

inventory

management

systems

Hire

experienced

staff

Update ERP

Update CRM

Data-driven AI initiatives are rarely plug-and-play solutions. They demand up-to-date technology stacks, robust and clean data sets, and seamless, real-time integrations. Additionally, technical teams must have the skills to build these solutions while teams all throughout the organization need to understand how to work with these solutions. Retail leaders should account for the potential costs of these updates when planning their implementation.

We didn't go, "Oh, let's go hire AI experts." I think what we did was get ourselves trained and get on board with these AI solutions first and then start implementing them. So, there were some skill gaps. Even I wasn't aware of many different AI schools, so I started learning about them. Some of our data scientists and some of our teams do have experience in

that. So, getting everyone on one page was something important.

- *Marketing Manager, eCommerce Retailer* Conclusion

As the retail industry embraces AI-based solutions, both consumers and retailers are seeing tangible benefits. Consumers are increasingly comfortable with AI, driven by positive past experiences.

However, consumer trust hinges on clear assurances around data protection and transparency, as evidenced by the 36% of consumers who left retailers over concerns about data misuse. Retailers that proactively address these concerns can unlock greater opportunities for customer engagement and satisfaction.

Currently, many are prioritizing operational initiatives that optimize workflows while enhancing customer experiences. While these efforts are valuable, they often bypass the full potential of customer-focused AI opportunities, which require robust data collection and analysis capabilities.

For retailers willing to invest in the complexity of AI technologies, success is achievable despite initial challenges and costs. The detailed exploration of key customer-focused AI initiatives demonstrates how leading retailers are leveraging AI to elevate the shopping experience.

By knowing what is required to achieve success, retailers can not only meet consumer expectations, but also foster deeper loyalty, driving growth in an increasingly competitive marketplace.

The AI Advantage: How retailers are shaping customer experiences with data-driven insights
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1,001-5,000
employees
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employees
10,000+ employees
Organization Size
Series 121

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*.classpath
*.settings
atlassian-ide-plugin.xml
*.iml
*.idea
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*.DS_Store
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rebel.xml
deploy.log
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orcid-activemq/logs/
orcid-message-listener/logs/
*.md.html
orcid-web/src/main/resources/cdn_active_url.txt
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orcid-web/.tern-project
orcid-
web/src/main/webapp/static/javascript/ng1Orcid/components/**/node_modules/
**
orcid-web/src/main/webapp/static/javas
any have contributed to ORCID's Open Source effort, from direct
contributions of code, to contributions of projects through sub-licensed
code and binaries.

* [Projects] (#Projects)
  * [Sub-licensed code] (#sublicense)
  * [Packages] (#package) (unmodified binaries)
  * [Other] (#other)

```

Also see our active contributors:

[CREDITS.md] (<https://github.com/ORCID/ORCID-Work-in-Progress/blob/master/CREDITS.md>)

```
> ORCID (R) Open Source
> http://orcid.org/OpenSource
>
> Copyright (c) 2013 ORCID, Inc.
> Licensed under an MIT-Style License (MIT)
> https://github.com/ORCID/ORCID-Source/blob/main/LICENSE
> http://orcid.org/OpenSource/license
>
> This copyright and license information (including a link to the full
license) shall be included in its entirety in all copies or substantial
portion of the software.
```

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<a id="Projects"></a>
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```
## Projects
```

```
<a id="sublicense"></a>
```

```
### Sub-licensed code
```

The following code has been incorporated into the ORCID code:

```
**jQuery**
```

```
* **[jQuery JavaScript Library] (http://jquery.com/) ** _(LICENSE: [MIT or
GPL Version 2 licenses] (http://jquery.org/license))_
```

```
<!--jQuery is a fast, small, and feature-rich JavaScript library. It makes
things like HTML document traversal and manipulation, event handling,
animation, and Ajax much simpler with an easy-to-use API that works across
a multitude of browsers. With a combination of versatility and
extensibility, jQuery has changed the way that millions of people write
JavaScript. <i>(List of plugins may not be exhaustive)</i>-->
```

```
* **[jQuery UI CSS Framework] (http://docs.jquery.com/UI/Theming/API) **
_(LICENSE: [MIT] (http://www.opensource.org/licenses/mit-license.php), [GPL
Version 2] (http://www.gnu.org/licenses/gpl-2.0.html))_
```

```
<!--<br>a robust CSS Framework designed for building custom jQuery
widgets.<br>-->
```

```
* **jQuery UI Plugins** _(LICENSE: [MIT or GPL Version 2
licenses] (http://jquery.org/license))_
```

```
    * [jQuery UI Resizable] (http://docs.jquery.com/UI/Resizable#theming)
```

```
    * [jQuery UI Selectable] (http://docs.jquery.com/UI/Selectable#theming)
```

```
    * [jQuery UI Accordion] (http://docs.jquery.com/UI/Accordion#theming)
```

```

* [jQuery UI
Autocomplete] (http://docs.jquery.com/UI/Autocomplete#theming)
* [jQuery UI Menu] (http://docs.jquery.com/UI/Menu#theming)
* [jQuery UI Button] (http://docs.jquery.com/UI/Button#theming)
* [jQuery UI Dialog] (http://docs.jquery.com/UI/Dialog#theming)
* [jQuery UI Slider] (http://docs.jquery.com/UI/Slider#theming)
* [jQuery UI Tabs] (http://docs.jquery.com/UI/Tabs#theming)
* [jQuery UI Datepicker] (http://docs.jquery.com/UI/Datepicker#theming)
* [jQuery UI
Progressbar] (http://docs.jquery.com/UI/Progressbar#theming)

<!--<br>The jQuery UI plugins use the jQuery UI CSS Framework to style its
look and feel, including colors and background textures.<br>-->

**OTHER CODE**
* **[Metadata] (http://docs.jquery.com/Plugins/Metadata)** _(LICENSE:
[MIT] (http://www.opensource.org/licenses/mit-license.php),
[GPL] (http://www.gnu.org/licenses/gpl.html))_

<!--<br>jQuery plugin for parsing metadata from elements<br>-->

* **[jQuery Validation Plugin] (https://github.com/jzaefferer/jquery-validation)** _(LICENSE: [MIT] (http://www.opensource.org/licenses/mit-license.php), [GPL] (http://www.gnu.org/licenses/gpl.html))_

<!--<br>The jQuery Validation Plugin provides drop-in validation for your
existing forms, while making all kinds of customizations to fit your
application really easy.<br>-->

* **[Angular] (https://github.com/angular/angular/blob/master/LICENSE)**
_(LICENSE: [MIT] (http://www.opensource.org/licenses/mit-license.php))_

<!--<br>Javascript frame work for building complex client
applications.<br>-->

* **[Sizzle.js] (http://sizzlejs.com/)** _(LICENSE: MIT, BSD, and GPL
Licenses)_

<!--<br>A pure-JavaScript CSS selector engine designed to be easily
dropped in to a host library.<br>-->

* **[ColorBox] (http://www.jacklmoore.com/colorbox)** _(LICENSE: [Standard
MIT License] (http://www.opensource.org/licenses/mit-license.php))_

```


*<!--
a lightweight, customizable lightbox plugin for jQuery
-->*

** **[password_strength_plugin.js] (www.mypocket-technologies.com) ***

**modified version* _(LICENSE: [MIT License] (https://github.com/ORCID/ORCID-Work-in-Progress/blob/master/orcid-front-end-web/src/main/webapp/static/javascript/plugins.js))_*

*<!--
Password Strength Meter is a jQuery plug-in provide you smart algorithm to detect a password strength. Based on [Firas Kassem orginal plugin] (http://phiras.wordpress.com/2007/04/08/password-strength-meter-a-jquery-plugin/)
-->*

** **[effects.js] (http://script.aculo.us) ** _(LICENSE: [MIT-style License] (http://madrobby.github.com/scriptaculous/license/))_*

*<!--
User interface effects
-->*

** **[Prototype JavaScript framework] (http://www.prototypejs.org/) ** _(LICENSE: [MIT-style license] (http://prototypejs.org/license.html))_*

*<!--
Prototype takes the complexity out of client-side web programming. Built to solve real-world problems, it adds useful extensions to the browser scripting environment and provides elegant APIs around the clumsy interfaces of Ajax and the Document Object Model.
-->*

** **[Files related to SOLR Configuration] (http://wiki.apache.org/solr/#Installation_and_Configuration) ** _(LICENSE: [Apache License, Version 2.0] (http://www.apache.org/licenses/LICENSE-2.0))_*

*<!--
SolrTM is the popular, blazing fast open source enterprise search platform from the Apache LuceneTM project.
-->*

** **[DTD Web Application] (http://java.sun.com/dtd/web-app_2_3.dtd) ** _(LICENSE: [Apache License, Version 2.0] (http://www.apache.org/licenses/LICENSE-2.0))_*

*<!--
This is the XML DTD for the Servlet 2.3 deployment descriptor.
-->*

** **[KeyStoreFactoryBean] (http://static.springsource.org/spring-ws/sites/1.5/apidocs/org/springframework/ws/soap/security/support/KeyStore*

```

FactoryBean.html)**_(LICENSE: [Apache License Version
2.0] (http://static.springsource.org/spring-ws/sites/2.0/license.html))_

<!--<br>Spring factory bean for a
[KeyStore] (http://docs.oracle.com/javase/6/docs/api/java/security/KeyStore
html?is-external=true).<br>-->

<a id="package"></a>
### Packages

**SECURITY**
* **[Semantico Spring Security OAuth
Library] (https://github.com/semantico/spring-security-oauth)**

<!-- <br>This repository was forked the the main spring-security-oauth
project to allow us to support multiple redirect URLs. These changes have
subsequently been incorporated into the core product and should be used in
preference to this unless you are developing against the ORCID
codebase.</i> | **[Apache License
V2.0] (https://github.com/semantico/spring-security-
oauth/blob/master/license.txt) -->

* **[Spring OAuth Security] (http://static.springsource.org/spring-
security/oauth/)**<i></i>

<!-- <br>This project provides support for using Spring Security with
OAuth (1a) and OAuth2. It provides features for implementing both
consumers and providers of these protocols using standard Spring and
Spring Security programming models and configuration idioms. | **[Apache
License V 2.0] (https://github.com/SpringSource/spring-security-
oauth/blob/master/license.txt)** -->

* **[Spring Framework] (http://www.springsource.org/spring-framework)**
<i>org.springframework</i>

<!--<br>The Spring Framework provides a comprehensive programming and
configuration model for modern Java-based enterprise applications - on any
kind of deployment platform. A key element of Spring is infrastructural
support at the application level: Spring focuses on the "plumbing" of
enterprise applications so that teams can focus on application-level
business logic, without unnecessary ties to specific deployment
environments. | **[Apache License
2.0] (http://www.apache.org/licenses/LICENSE-2.0) ** |-->

```

```

* **[jasypt] (http://www.jasypt.org/)** - <i>org.jasypt</i>

<!--<br>Jasypt is a java library which allows the developer to add basic
encryption capabilities to his/her projects with minimum effort, and
without the need of having deep knowledge on how cryptography works. |
**[] ()** |-->
<br>

**CODE & DATABASE**
* **[Java JDK] (http://docs.oracle.com/javase/7/docs/)**

<!--<br>Java Platform, Standard Edition (Java SE) lets you develop and
deploy Java applications on desktops and servers, as well as in today's
demanding embedded environments. Java offers the rich user interface,
performance, versatility, portability, and security that today's
applications require. Java Platform, Enterprise Edition (Java EE) 6 is the
industry standard for enterprise Java computing. | **[Oracle Binary Code
License Agreement for the Java SE Platform Products and
JavaFX ] (http://www.oracle.com/technetwork/java/javase/terms/license/index
html)]** |-->

* **[Hibernate] (http://www.hibernate.org/)** - <i>org.hibernate</i>

<!--<br>Hibernate is a collection of related projects enabling developers
to utilize POJO-style domain models in their applications in ways
extending well beyond Object/Relational Mapping. | **[] ()** |-->

* **[Liquibase] (http://www.liquibase.org/)** - <i>liquibase.database</i>

<!--<br>Liquibase is an open source (Apache 2.0 Licensed), database-
independent library for tracking, managing and applying database changes.
It is built on a simple premise: All database changes are stored in a
human readable yet trackable form and checked into source control. |
**[Apache License 2.0] (http://www.apache.org/licenses/LICENSE-2.0.html)**
|-->

* **[Apache Solr] (http://lucene.apache.org/solr/)** -
<i>schema.constants.SolrConstants</i>

<!--<br>SolrTM is the popular, blazing fast open source enterprise search
platform from the Apache LuceneTM project. Its major features include
powerful full-text search, hit highlighting, faceted search, near real-
time indexing, dynamic clustering, database integration, rich document
(e.g., Word, PDF) handling, and geospatial search. Solr is highly reliable
scalable and fault tolerant, providing distributed indexing, replication

```

and load-balanced querying, automated failover and recovery, centralized configuration and more. Solr powers the search and navigation features of many of the world's largest internet sites. | **[]()** **-->**

API SUPPORT

* **[Jersey]** (<http://jersey.java.net/>) * *<com.sun.jersey.api>*

<!--
Jersey is the open source, production quality, JAX-RS (JSR 311) Reference Implementation for building RESTful Web services, with an API for developers to extend Jersey to suit their needs. | **[CDDL, Version 1.1]** (http://glassfish.java.net/public/CDDL+GPL_1_1.html) * **-->**

* **[c3p0 - JDBC3 Connection and Statement Pooling]** (<http://www.mchange.com/projects/c3p0/>) * *<com.mchange.v2.c3p0>*

<!--
c3p0 is an easy-to-use library for making traditional JDBC drivers "enterprise-ready" by augmenting them with functionality defined by the jdbc3 spec and the optional extensions to jdbc2. | **[Lesser GNU Public License (LGPL)]** (<http://www.gnu.org/copyleft/lesser.html>) * **-->**

* **[Jackson JSON Processor]** (<http://wiki.fasterxml.com/JacksonHome>) * - *<org.codehaus.jackson>*

<!--
Inspired by the quality and variety of XML tooling available for the Java platform (StAX, JAXB, etc.), the Jackson is a multi-purpose Java library for processing JSON data format. Jackson aims to be the best possible combination of fast, correct, lightweight, and ergonomic for developers. | **[Apache License (AL) 2.0]** (<http://www.apache.org/licenses/LICENSE-2.0>) * **-->**

* **[args4j]** (<http://args4j.kohsuke.org/>) * - *<org.kohsuke.args4j>*

<!--
args4j is a small Java class library that makes it easy to parse command line options/arguments in your CUI application. | **[]()** **-->**

UTILITIES & TOOLS

* **[java-bibtex]** (<http://code.google.com/p/java-bibtex/>) * *<org.jbibtex>*

<!--
Java BibTeX Parser and Formatter. | **[BSD 3]** (<http://opensource.org/licenses/BSD-3-Clause>) * **-->**

```

* **[Yammer Metrics] (http://metrics.codahale.com/)* * -
<i>com.yammer.metrics</i>

<!--<br>Developed by Yammer to instrument their JVM-based backend services
Metrics provides a powerful toolkit of ways to measure the behavior of
critical components in your production environment. | **[Apache License
2.0] (http://www.apache.org/licenses/LICENSE-2.0.html)* * |-->

* **[Apache Commons] (http://commons.apache.org/)* * -
<i>org.apache.commons</i>

<!--<br>The Commons Proper is dedicated to one principal goal: creating
and maintaining reusable Java components. The Commons Proper is a place
for collaboration and sharing, where developers from throughout the Apache
community can work together on projects to be shared by the Apache
projects and Apache users. | **[Apache License
2.0] (http://www.apache.org/licenses/LICENSE-2.0.html)* * |-->

* **[aspectj] (http://eclipse.org/aspectj/)* * - <i>org.aspectj</i>

<!--<br>An extension to the Java(tm) programming language that enables
clean modularization of crosscutting concerns, such as error checking and
handling, synchronization, context-sensitive behavior, performance
optimizations, monitoring and logging, debugging support, and multi-object
protocols. | **[Eclipse Public
License] (http://www.eclipse.org/org/documents/epl-v10.php)* * |-->

* **[FreeMarker] (http://freemarker.sourceforge.net/)* * -
<i>freemarker.templat</i>

<!--<br>FreeMarker is a "template engine"; a generic tool to generate text
output (anything from HTML to autogenerated source code) based on
templates. It's a Java package, a class library for Java programmers. It's
not an application for end-users in itself, but something that programmers
can embed into their products. | **[]()* * |-->

* **[Simple Logging Facade for Java - SLF4J] (http://www.slf4j.org/)* * -
<i>org.slf4j</i>

<!--<br>The Simple Logging Facade for Java or (SLF4J) serves as a simple
facade or abstraction for various logging frameworks, e.g.
java.util.logging, log4j and logback, allowing the end user to plug in the
desired logging framework at deployment time. | **[]()* * |-->

* **[SAX] (http://www.saxproject.org/)* * - <i>org.xml.sax</i>

```

```

<!--<br>SAX is the Simple API for XML, originally a Java-only API. SAX was
the first widely adopted API for XML in Java, and is a "de facto" standard
The current version is SAX 2.0.1, and there are versions for several
programming language environments other than Java. | **[]()** |-->
<br>

**TESTING**
* **[JUnit] (http://en.wikipedia.org/wiki/JUnit)** <i>org.junit</i>

<!--<br>JUnit is a unit testing framework for the Java programming
language. | **[Common Public License
(CPL)] (http://opensource.org/licenses/cpl1.0.php)** |-->

* **[DbUnit] (http://www.dbunit.org/)** - <i>org.dbunit</i>

<!--<br>DbUnit is a JUnit extension (also usable with Ant) targeted at
database-driven projects that, among other things, puts your database into
a known state between test runs. This is an excellent way to avoid the
myriad of problems that can occur when one test case corrupts the database
and causes subsequent tests to fail or exacerbate the damage. | **[]()**
|-->

* **[XMLUnit] (http://xmlunit.sourceforge.net/api/overview-summary.html)**
- <i>org.custommonkey.xmlunit</i>

<!--<br>XMLUnit provides extensions to the JUnit framework to allow
assertions to be made about XML content. | **[]()** |-->

* **[Hamcrest] (http://hamcrest.org/)** - </i>org.hamcrest</i>

<!--<br>Hamcrest is a framework for creating matchers ('Hamcrest' is an
anagram of 'matchers'), allowing match rules to be defined declaratively.
These matchers have uses in unit testing frameworks such as JUnit [2] and
jMock. | **[]()** |-->

* **[Mockito] (http://code.google.com/p/mockito/)** - <i>org.mockito</i>

<!--<br>Mockito is a mocking framework that tastes really good. It lets
you write beautiful tests with clean & simple API. Mockito doesn't give
you hangover because the tests are very readable and they produce clean
verification errors. Read more about features & motivations. | **[]()** |-->

```

```
* **[SeleniumHQ] (http://docs.seleniumhq.org/) ** -  
<i>org.openqa.selenium</i>
```

```
<!--<br>Selenium automates browsers. That's it. What you do with that  
power is entirely up to you. Primarily it is for automating web  
applications for testing purposes, but is certainly not limited to just  
that. Boring web-based administration tasks can (and should!) also be  
automated as well. | **[]() ** |-->
```

```
<a id="other"></a>  
### OTHER
```

The font used for the ORCID website
Many have contributed to ORCID's Open Source effort, from direct
contributions of code, to contributions of projects through sub-licensed
code and binaries.

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## Open source contributors
ORCID appreciates the several significant contributions from the Open
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insight and advice while reviewing ORCID's site security procedures and
policies.

* [Stian Soiland-Reyes] (https://github.com/stain)<a
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initial RDF support for ORCID:
    * [RDF support for ORCID - FOAF
profile] (https://github.com/ORCID/ORCID-Source/pull/235)
    * [patches for contribution above] (https://github.com/ORCID/ORCID-
Source/pull/656)

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Mohamad Mostafa

* Czech Registry & Outreach Resources localization: Lenka Klempová , Ivan Masár, Pavla Rygelová

* German Outreach Resources locazation: Heinz Pampel , Christian Pietsch , Laura Rothfritz, Paul Vierkant

* Japanese Registry localization: Soichi Tokizane

* Korean Registry localization: Senator Jeong

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Many thanks to SyncRO Soft for their support in the donation of the [oXygen XML Editor] (<https://www.oxygenxml.com>) .

Thanks also [BrowserStack] (<https://www.browserstack.com>) to for providing robust and agile browser testing for our development team.

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1. tt

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Position:

enginering

Department:
engineering

Organization:
engineering

Role:

Facilitator

Gender:
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Ethnicity:
African American

Biography

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- Mid (4-9 years)
- Senior (10+ years)

Audience Career Track

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- Management/Executive
- Operational/Tactical

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- Bright Ideas Roundtable

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Proposal of thesis content / final project

Content

1 .name of thesis

2.index

3. Introduction. 4.description . 5.general.analizing

KEY DIFFERENTIATOR / ORIGINALITY

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Audience Take-Aways

1. - 3.3..brief description : the course electrical power system use or business in trade theory practical system to master system value more stability of movement quantum mechanics transformation of electrostatic dynamic low stability,relativity of charge celerity basic and advance i
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Speaking at ISC2 Chapter Events

Authoring Content for Magazine Articles/Newsletter/Blogs

Authoring and/or Reviewing Content for Professional Development

9. **Would you like to be part of a speaker database, made available to ISC2 Chapters?**

Yes

Additional Demographics Collection Questions

-
1. **ISC2 is committed to ensuring the cybersecurity profession is as diverse, equitable and inclusive as the world we serve. This includes being accessible to everyone regardless of gender, ethnic or nationality, disability, religion, sexual orientation, identify, socio-economic background or age.**

We gather and analyze diversity data to assess the extent to which we are achieving our diversity and inclusion goals. We use this information to review our processes to ensure they are fair and transparent, and do not have an adverse impact on any particular group. We will retain this data for 18 months and no longer beyond the date of consent.

All information provided will be treated as strictly confidential in accordance with the ISC2 Privacy Notice in line with the General Data Protection Regulations (GDPR). The information will be used for statistical purposes only with access restricted to staff involved in processing and monitoring the data. No information will be published or used in any way that allows individuals to be identified.

We recognize that some people may regard this information as private and have therefore included the option of 'prefer not to say' within. You do not have to complete the form but it will help us improve representation around the world, our services and processes if you can complete as much as possible. To find out more about why we gather this information contact: inclusion@isc2.org.

Please check here to confirm ISC2 has permission to process completed data located on this demographics page. You may opt-out at any time by emailing us at inclusion@isc2.org.

2. **Age:**

45-54

3. **Nationality:**

Congolese (DRC)

4. **To which gender do you most identify?**

Man

5. **If you selected "Not Listed", please list your gender below:**

male

6. **Pronouns:**

He/his

7. **If you selected "Not Listed", please list your pronouns below:**

engineering

8. What ethnicity/race best describes you? (US)

America Indian or Alaska Native

9. US: If you selected "Other ethnic group", please list it below:

black

10. What ethnicity/race best describes you? (APAC)

Prefer not to answer

11. APAC: If you selected "Other ethnic group", please list it below:

12. What ethnicity/race best describes you? (UK)

Mixed or Multiple Ethnic Groups: White and Black Caribbean, White and Black African, White and Asian, Any other Mixed or Multiple ethnic background

13. UK: If you selected "Other ethnic group", please list it below:

uk

14. Highest level of education (US):

High school graduate, diploma or the equivalent (for example: GED)

15. Highest level of education (UK):

College or university

16. What is your preferred spoken/written language?

english

17. Do you identify as a member of any of the following groups?

Veteran or Prior Armed Forces Service

18. If you selected "Persons with a Disability", please list disability below:

Footer

Social Media

- [Twitter \(opens new window\)](#)
- [Linked In \(opens new window\)](#)
- [Facebook \(opens new window\)](#)

Conference Countdown

Days

1

Hours

18

Minutes

Powered by [Google Translate \(opens new window\)](#)

Home - Call for Presentations - ISC2 Security Congress 2025



Event Information

- [ISC2 Security Congress 2025 \(opens new window\)](#)
- October 28 – 30, 2025 (Tuesday – Thursday)
- Gaylord Opryland Resort & Convention Center
Nashville, Tennessee
United States
-



Your Profile

- **tshingombe t. tshingombe**
- **Company / Organization:** engineering
- **Logins:** 1 [Log Out](#)
- [View / Edit Your Profile](#)



Submit Feedback

We always welcome feedback, and we want to hear what you like and what can be improved.

[Feedback Form](#)



Presentation Proposal (You have 1 complete presentation proposal, 0 incomplete presentation proposals, and 0 withdrawn presentation proposals)

Please click the green (+) text below to begin your submission. Click on the title of an existing submission to make edits.

 [Click here to begin a new presentation proposal](#)



[thesis master engineering](#) [Thesis master doctoral engineering electrical subject ciriculum framework qualicaftion Education technology](#)

Status: Complete (Submitted 02/27/2025, 5:38 AM)
Seconds
29
until submission portal closes

Helpful Links

- © 2025 [Cadmium \(opens new window\)](#)
- Tel [\(410\) 638-9239 \(opens new window\)](#)
- Support@GoCadmium.com (opens new window)
- [Site Map](#)

Thanks for Your Submission: ISC2 Security Congress 2025

Inbox



bbarth@isc2.org 12:38 PM (4 minutes ago)

to me, tshingombekb

Thank you for submitting a proposal to ISC2 Security Congress 2025. We appreciate your interest in participating in the event. Your proposal will be evaluated and scored by our team of reviewers and we will let you know the decision around late March (timetable subject to change). Please make sure to inform your co-presenters of your submission, as they are not included on this notification email.

Call for Presentations: ISC2 Security Congress 2025

You can access your Presentation Proposal at any time by [clicking here](#).

Submission Type

Call for Papers Proposals

Presentation Proposal Status:

Complete

Presentation Proposal ID:

2070815

Presentation Proposal Title:

*thesis master engineering Thesis master doctoral engineering
electrical subject curriculum framework qualification Education
technology*

Speaker(s)

-
1. [tshingombe tshi tshitadi, engin \(he/him/his\)](#) (Role: Facilitator)

Presentation Proposal Details

Audience Experience Level

- General (Everyone will obtain value)
- Early (0-3 years)
- Mid (4-9 years)
- Senior (10+ years)

Audience Career Track

- All
- Engineering/Architecture
- Management/Executive
- Operational/Tactical

Preferred Presentation Type

- Breakout Session
-

-
- Bright Ideas Roundtable

FULL DESCRIPTION

Proposal of thesis content / final project

Content

1 .name of thesis

2.index

3. Introduction. 4.description . 5.general.analizing

KEY DIFFERENTIATOR / ORIGINALITY

4.desceiption :at the heart of solutions to framework qualicafition

and national trade

implementation sub sector training trainer expe riemental work

place industrial more student

and instituts college trade years external internal work value

increase price macro

Content Area

1. Content Area

Governance, Risk and Compliance (GRC)

Additional Details/Supporting Information

1. Recommendation/Endorsement

3.4.synopsis of content: the stability design projection

system trade marketing board

information system electrokinematic dynamic physical state

engineering science introduction

used to trade theory electrical ,manufacture process

inventory low stamp system low stable

loadshedding week manuf

2. What prompted you to submit a proposal?

Email

3. Have you presented this session or content at any other conferences, webinars or events?

Yes

4. If Yes, what other conference(s) or event(s) was this content presented at?

3.4.synopsis of content: the stability design projection
system trade marketing board
information system electrokinematic dynamic physical state
engineering science introduction
used to trade theory electrical ,manufacture process
inventory low stamp system low stable
loadshedding week manuf

5. Prior Speaking Engagements/Experience

engineering

6. Webcasts, Podcasts, & Videos

3.4.synopsis of content: the stability design projection
system trade marketing board
information system electrokinematic dynamic physical state
engineering science introduction
used to trade theory electrical ,manufacture process
inventory low stamp system low stable
loadshedding week manuf

7. Books, Papers, Etc.

3.4.synopsis of content: the stability design projection
system trade marketing board
information system electrokinematic dynamic physical state
engineering science introduction
used to trade theory electrical ,manufacture process
inventory low stamp system low stable

loadshedding week manuf

8. **Would you like to be contacted about additional opportunities to contribute as speaker or writer for other ISC2 programs?**

Speaking on Webcasts

Speaking at other Virtual Events

Speaking at Future Security Congress

Speaking at In-Person Events

Speaking at ISC2 Chapter Events

Authoring Content for Magazine Articles/Newsletter/Blogs

Authoring and/or Reviewing Content for Professional Development

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- All information provided will be treated as strictly confidential in accordance with the ISC2 Privacy Notice in line with the General Data Protection Regulations (GDPR). The information will be used for statistical purposes only with access restricted to staff involved in**
-

processing and monitoring the data. No information will be published or used in any way that allows individuals to be identified.

We recognize that some people may regard this information as private and have therefore included the option of 'prefer not to say' within. You do not have to complete the form but it will help us improve representation around the world, our services and processes if you can complete as much as possible. To find out more about why we gather this information contact: inclusion@isc2.org.

Please check here to confirm ISC2 has permission to process completed data located on this demographics page. You may opt-out at any time by emailing us at inclusion@isc2.org.

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He/his

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black

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11. APAC: If you selected "Other ethnic group", please list it below:

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uk

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15. Highest level of education (UK):

College or university

16. What is your preferred spoken/written language?

english

17. Do you identify as a member of any of the following groups?

Veteran or Prior Armed Forces Service

18. If you selected "Persons with a Disability", please list disability below:

All submissions must be received no later than 11:59 p.m. ET on Feb. 28, 2025. Deadline subject to change per the discretion of ISC2.

Event Speaker Contact

For content related questions, please contact Bradley Barth at bbarth@isc2.org or (571) 431-1706

Technical Support

Should you need technical support, please email support@gocadmium.com or call (410) 638-9239 between the hours of 9am - 9pm ET, Monday - Friday to reach a support specialist.

About the Abstract Scorecard

The Abstract Scorecard® enables meeting planners to collect submissions and manage educational data online. It has been designed to fulfill the promise of our mission statement: Bring Your Event Together. To learn more about Cadmium's services, please contact us at info@gocadmium.com or call (410) 638 9239 or visit our website at www.gocadmium.com.



tshingombe fiston
<tshingombefiston@gmail.com>

ISC2 Security Congress 2025: Call for Presentations Feedback

support@conferenceabstracts.com <support@conferenceabstracts.com>

Thu, Feb 27, 2025 at 12:41 PM

To: tshingombefiston@gmail.com

Thank you for submitting feedback to ISC2 Security

Congress 2025: Call for Presentations.

Your Feedback:

- Proposal of thesis content / final project Content 1 .name of thesis
2.index 3. Introduction. 4.description . 5.general.analizing 6.current
information . 7.discussion 8 conclusion. 9. Bibliography.

_____ 4.1 .[12.1.Name](#) of thesis :
implementation and framework national qualification and national trade
examination curriculum experimental job theoretical practical college and
government policy LMS in engineering studies science electrical
businesses module: case studies rsa in dhett,saqa , St peace college 2.
Index: topic achieve research advance field basic field , essential filling
research curriculum, foundation intermediate,elementaire 3.Introduction :
the core and research advanced field experience of sciences engineering
electrical study and implement programme in social education and
industrial trade vocational career productu sector in energy electrical and
science engineering field system need to learn and re implement system
information management system sector opportunity and through
activities investment horizontal creation of equitable distribution:
transformer science engineering and electrical product method learn
capacity generative intelligence systems of linear regression models
machine learning model for specific results reported that they haveA
Mon other aspirations Isreal parameter real power factor and Imagineer
power factor ,, need to resolved system exper and artificial intelligence
system rural development system residential dispatch deployment
system and framework qualification mean regulation humain resource
and material work trade design career center to make system LMS factor
adaptation between robot science trade elementary work trainer training
phase products and systems industrial generator entrepreneurs in same
order phase assessment news field and compensation.problem ask rural
development need new training order framework to qualicafition
requested requalification redesign equivalents system , occupation
framework system between national framework qualifications instituts
and national trading sector licensed theory and practical in nature and
creative abilities, -typical evry country or landscape will be in a constant
state of design system in ,,,, Large measure unpredictable and this city or
village at different paint of time ,, implementation the Grove years of
failed turound .. 4.desceiption :at the heart of solutions to framework

qualification and national trade implementation sub sector training
 trainer experiential work place industrial more student and institutes
 college trade years external internal work value increase price macro
 economics instability create, since accentuated by advertising shortage
 high inflation levels rising unemployment capacity industrial trademarks
 society system and materials adequately support trade training QMS
 system information commissioner, to under utilities in the address
 deteriorous policy design implementation, 5. General analysis: in order to
 break the successful it has become social contract principle in -4.1 .12.6
 current information: In working to formatted a trade framework
 qualification and national framework and career skill sector trade seta in
 same system in order to resolve problem impact real to dispatch
 electrical system real, work trade design For the turnaround, the
 following - objective. - the diagnosis the fundamental strategies institutes
 framework qualification national equivalent national trade international
 sector approval occupation council trade council engineering sector
 portal career design to synchronise system adaptive sector LMS learner
 engineering competition grade post senior principal, engineering
 electrical, tradesman wire, cadet minim system up date successful system
 in design grade operational, framework award qualification research
 undertake material test week conductor atom technical engineering
 innovation learn teach research mark method marks need to implement
 adaptive system, research topics curriculum regulation irregularity
 material script, backlog system, combination system, printer and system
 need to make synchronise system deploy generative job framework
 undercover job in next generation must going - to discern and isolate the
 socio economic environment engineering system trade safety security
 police, commissioner trade need to meet requirements qualification
 framework and the framework must also show in the social successful
 but framework it increases by outage loadshedding and social down to
 declined empirical experiential in other contemporary, the regret filled
 job no successful for time table printer system or computers system
 experiential make design advanced research, -7. discussion the
 objective is to explore that strategies and situation where Rapid
 performance import. Trade theory.. - conclusion: Whilst the field of
 strategy has been explored extensively in vast to trade framework
 qualifications need to requalification system was temporarily qualify
 expire system in job work sector training and regulations system
 industrial system need cpd to continue system and subject short and gate

more skill job was slow operational field basic in basic was poorly no attendance system advance essential field job make support frame commissioner no meeting system trade retrade was not in the same ways Orders orientation industrial, imperative hard, largely ,the research interest and how a fruit full common,ground can be established. - one of the critical virtues of the proposal thesis that it Engineering electrical science make in order to stabilize thought transfer the vei ld consensus building in ,, - the thesis is ,, model design Policy commissioner vs learn vs teacher vs ,, framework national trade vs company property intellection business electrical system need to meeting...wrong model design topic ,, research rural energy design framework , and orientation system learner teach career mentor faciltor purpose framework,leaver school need to meeting, Design two g city design systeme economic revenue bank system portal need sector trade to work in place electrical designer b Poste trade case research job workplace resulted was recruited need printer pool position rank no waiting - 8 bibliography: - tshingombe 2023_2924 < Poe's published,,educ technology, magazine net database, St peace college. Record book completed - web TVET dhet ,saqa wab - alu

Graduation procedure form . congratulations programme , diploma . -1 data verification. - grade | description| point | numeracy 2 -4.1 .12.3,,2. Basic questionnaire exam test Class _____ AIU . -Academic evaluation questionnaire , videoconference: -A.I.U|education| | domination| | |emphasis| | | | specifications| | | | professional.

3.curriculum course , Assessment -3.1.title of the subject : engineering electrical master -3 2 terminanal objective of the course : Engineering electrical master basic advance field studies assignment to able capable to define to design creativity fundamental system master low skills and knowledge value compete with each section shall be responsible for delivering the best regards in electrostatic electrodynamics electromagnetic and value of power systems. - 3.3..brief description : the course electrical power system use or business in trade theory pratical system to master system value more stability of movement quantum mechanics transformation of electrostatic dynamic low stability,relativity of charge celerity basic and advance in trade theory electrical low Commissioning and approval: low change rules change phenomenon fundamental by stress of movement rupture breaking electrical system synchronise system asynchronous linearization system,in trade theory electrical and industrial electronics

basic advance power 3.4.synopsis of content: the stability design
 projection system trade marketing board information system
 electrokinematic dynamic physical state engineering science introduction
 used to trade theory electrical ,manufacture process inventory low stamp
 system low stable loadshedding week manufacture industrial technology
 linearization system. -3.5 activities of course : Activity engineering
 electrical electrical experiemental subject completed log Engineering
 studies work 3dimension multidisciplinary approach logic of this claim:
 information management system in education and learn trade facilitation
 Discussion log : completed theory pratical physic experiemental panel
 trade ,, experiemental input and output system Activity: manipulation:
 test electrostatic Conductivity expension linearization system ,dynamic
 system test insulation conductivity low rules , derivatives limited
 integrally sum resulted test system evaluation framework. Critical source
 3.5 .source of data : Experiemental topics St peace college
 tshingombe ,web PG 3.6 bibliography: Tshingombe .

_____ 4.Assignment : Title page:
 engineering electrical master Electrostatic electrokinematic
 electrodynamics electromagnetic, stability power systems ,,,process
 control ,,in trade theory pratical manufacture process. Inventory claim -
 index : - page : Cover the ,7 basic Question course Wath means -
 diagrams: scheme correlative matrices and comparative matrices :
 Answer: - deepening of the subject : engineering electrical master low
 phenomenology studies vibration system. - pratical example and cases .:
 engineering electrical cases study city power scheneider Eskom.
 Loadshedding power and industrial dtic trade career hr - justification: -
 level experience : - how the treated subject is seen at the local regional -
 advantage and disadvantages,. Poor efficiency and poor distribution of
 system ,, in trade close tendered system Big system most important
 consumers system in trade increase coat award .. No master number real
 system imaging _____ 5. Topics.

Table of contents: 5.1: Introduction purpose of topics Definition
 rationale: 5.2 description: Components of the topics 5.3.general analyse :
 - 5.4. actualization : case study. 5.5 . discussion: 5.6 general
 recommendation . 5.7 : suggestions. Conclusion news perspective - 6
 topics in electrical engineering,MS ,MSEE.. - topic 6.1: digital telephonic
 Introduction purpose of definition - topic 6.2: space control system. -
 topic 6.3 . advanced telecommunication. -topic 6.4: wireless
 telecommunications systems. - topic 6.5: neural networks. -topic 6.6:

computation and biologic -topic 6.7: knowledge base system in electrical.
 - topic 6.8: principle of internetworking. - topics 6.9: optical fibre , - topics
 6.10: signal detection and estimation theory . - topics 6.11: digital control
 system. Topics 6.12 microprocess system . - topics 6.13 introduction to
 stochastic process : movement aleatoi ,signal redresseur assessvisa
 system band etroite , signal note . -topic6,14 optical and
 ultrasound ,tomographic „supersoun u Propagation linear celerity
 movement incidence .. Topic : 6:15 industrial power systems process ,,
 Signal input output functions power Topics : 6:16 . signal detection and
 estimation theory digital images reconstruction and medical imagine -
 topic 6:17, process integration - topics 6;18.parallels computer
 architecture . Topic.6:19. architecture computer -Topic 6:20 . power
 systems control stability. Topic 6.21: electromagnetic Topic 6,22
 mathematics ,statistic probability,, calculus „binary Physic ,..

Orientation course. - topics
 6:22.communicatiin , investigation compphensive - topics6:23..
 organization's theory Portofilio -topics 6.24. experiemental learning ,
 autobiography. - topic 6.25 ,academic questions evaluation evaluation . -
 topic ,6,25 fundamental of knowledge integration. - topics fundamental
 principles phylosophie education. - professional evaluation development
 evaluation - development of graduation studiy Master skill development
 long approfondis kinematics system phase transition phase education
 system specialist personal care education facilities,, phenomenon city
 4.1 .12.6..1..Topic . Topics. Table of contents: 5.1: Introduction purpose
 of topics Definition rationale: 5.2 description: Components of the topics
 5.3.general analyse : - 5.4. actualization : case study. 5.5 . discussion: 5.6
 general recommendation . 5.7 : suggestions. Conclusion news perspective
 3 of 976 Thesis. Degree honor, council quality rules low become justice
 development court and labor relations conciliation mediation,
 Engineering electrical trade research policy skill ,safety security order
 develop ,defense order 1 .1.1 *Thesis: * Research policy trade theory
 minimum : legislation skill development : honorable member certificate
 transcript outcome award *overview : journal * Key : * Background:
 *1.1.2Education technology,; Education engineering relate low
 manufacture .. Degree honorable ; college low labor justice , * Low relate
 literature traditional African LTA practical low rules African Convert unite
 international relate low rules European American curent in unity
 language culture African rules Low EIC, rules cebec rules ,UNESCO rules
 culture American culture NPA ,, accountability cultural science

mathematics, Conte law USA ,UK Australia ,national rules RSA sabs sans rules . *College and university low Engineering rules : Registration of low rules low congruence low rules master cpd continue developing skill master degree ,diploma continue topics rules ,unity translate in African traditional mathematics usual and Scotland UK land UK and African land low rules integration reintegration accountability research recharge system education technologie education technical career and vocational career trade training trainer facilitator moderator low assessor low rules in unity Bantu language cultural old land Zimbabwe Shani RSA isizulu ,Bantu semi Bantu protobantum. Swahili integral language ,Luna Lynda tshoko ,lingala Kongo ,Zander ,, integration chines Indian language development integration technologies translate cultural low college rules .. Management system information system : language arabe number word ,Romain number ,hieroglyph Egypt antic Hebrew biblical accountability building Egypt pyramid research archeological herpetologic genie research years , Ethiopia antic accountability ,Indian +,, language system accountability integration system sun geography : Systeme adaptative ,,chinese art dojo master skill system training. Continue system information in African conversed language ,unity conversion synchronise low rules develop sectors advanced in rural sector .. Engineering master skill and master engineering electrical and degree honour engineering./ Educator master skill master degree. Language. Low security ,police army system. - *overview: Accountability time zone African language geography histoire land African mathematics design personality one day , philosophie education Africa in culture village ,moon sun irregularity regulation in Africa one renting one sun one thing evaluate translate light years unity ,,horse power kWh , UK Europe system language,,system ,,language understanding comprehensive extending interpretation things ,, movement current in energy in Africa , *1. 1.3Overview:Labour low rules machinery OSHA LRA GN rules African act sabs low Engineering electrical low rules , council bargaining power low rules trade manufacture compliance . *Key low : mediation facilitator low rules accountability African bureau trade language code practice rules engineering . Education technology and university development department minister government culture ..unity Low justice land low theory : trade Accountability -*key city power Eskom commissioner low election nova blr low , unity city regulation governing , industrial trade low system , language African system information relate system Zimbabwe ,saqa framework qualifications low rules a t unity qualification

to country Congolese design framework unity qualification design organisation originator EU ,USA Australian UK ,Uganda Nigeria. Africa cultural workshop cultural language Africans isizulu „shangani. „Luba Swahili lingala. Interpretation , animation cultural * Orientationtheory bibliography, investigation African earth moon Sens phylosophie African tolling working movement „, interpretation pratical biblic heubreu Egypt manuscript herbetologi archeological lithography earth material design to me *1.3.2..3 Overview career libraries ,mentor facilitator library research method book . Low congre library, *1.3.2..3. 3.1Key: about library research centre the mission of the low library of congress is to provide authoritative legal research , reference and instructions service and access to an resolved. Established 1832 low library has a collection of over ,2,9 million volumes spanning all systems and period of low and government all the . * The library of congress provides congress admnister the national copyright system and manage the largest collection of book recording , photography maps ,16 years authority record . * Administration commercial ,low environment criminals low procedure intelligence , property legal , . * Broken down research court record . * Grant proposal : non profit grant proposal date submission grant submitted to asresss _____

1.3.2..3.4.request for proposal : 4.1* education technology ,and master engineering electrical a, Education Technical career Engineering . *REP. |. Proposal | compagny - 4.2 .project overview : - 4.3 .project goals : - 4.4.scope of work : -4.5 .current roadblocks and bariere. - 4.6.evaluation metric and . -4.7. submission requirements. - project due |. Date. | Budget amount -Contact : email.

_____ 1.3.2..3..1.*Overview: national skill fund „,and national research fund. Career proposal - 1.2*dealine : local Engineering study in workplace jhb RSA. Pretoria Midrand. To UK and USA ,10 December 2024. -1.3* time frame : 5 years „,to 2 years - 1.4*limitations : principal career proposal career compte. -1.5* submission by : Aiu research and. ,dhet saqa. -1.6* instruction : pdf proposal and award policy (PAPPGG),NSF..„,proposal certificate congre archive internet library Award compagny. Aware „,saqa aware ,dhet aware ,college aware. -1.7.* minimum budget : 40000.0000 total program officer budge except. Google budge apple - 1.8* eligibility: * Requirements : as of application ,hold degree field engineer trainee, provide award type . - preparatorion : 1.10.Review faculty early development:. allocation note:.

_____ - |documents|
require|requirements|NSf -cover projet | yes | begin withcareer|N/a -
project summary| y|following | N/a -project descript| y | . | N/a -result
from | yes | . -budget and| - facilitator.| -senior person| - bibliography.|
Card board - supplemtaire. - past doctoral. - research.

_____ 1.3.2..3.1.11. project
description : . 1.11.1 proposal sect research : 1.11.2. rational : 1.11.3.
preliminary : 1.11.4 .data appropriate : 1.11.5.literaire where
appropriate : 1.11.6. hypothesis overall : 1.11.7. questions research :
1.11.8 .description propose education activity integration: 1.11.9.
description team and experience and expertise argument lock. 1.11.10.
research / Education relevant for your career trajectory goal.. 1.11.11 .
limitations : conting plans . 1.11.12 . Expected outcome . 1.11.13.
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research . 1.11.14. measure planned or possibility resulted ... ----- ...
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combination irregularity back log insurance assessment policy
engineering studies Work experimental based regulation discovery
Portofilio skill development rural energy low rules 1..1 introduction :
framework experimental nated ncv combination Nated combination
irregularity policy management system information workbase
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conceptual in vocational instituts framework meeting discipline resolve
continue insurance body framework system education challenge level
disciplinary 1.2 .problem statement : Implementating framework
qualicafition system agreement statement over stay system education
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purpose of study : research advanced field and research basic essential
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education technology era system council adoption low rules statement
college distance learning courses subject issue teacher design framework
and work framework with learner job. Team .. 1.3 .2 rational : idea logic
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 lreviewed and over view system agreement continue framework
 attendance rurale school college time table more less agreement system
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 remuneration outcome of Portofilio damage system information leave
 reason non accreditation no credible process .. - 1.6 research question: -
 need research in field advance essential basic assessment police topic
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 stations ..policy management council trade theory electrical engineering
 department university distance education technology agreement
 manufacture related .research information additional information system
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 engineering safety police in private sector non recording system research
 record of information and statements,of qualicafition not meeting need
 to re rwiten supplement retake survey assessment for meeting circuit
 phase design. - 1.7 theoretical framework : pratical framework
 phylosophie,the framework qualicafition circulum implentation idee
 concept irregularite regulation record mark sheet time table design
 career combination career system phylosophie concept ,cognitive
 attendance day ,time table allocation design assessment day
 development day design in system integration national framework
 originator idee engineering phylosophie sgb ,phylosophie seta edpseta
 department education integrity system analyse dyy and college
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 power Systems and Renewable Energy • Optimization of Microgrid
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 areas. • Smart Grid and Energy Storage Technologies o Enhancing
 demand response strategies using machine learning. o Optimization of
 battery energy storage for grid stabilization. • Wireless Power
 Transmission o Developing high-efficiency resonant inductive coupling
 systems. o Applications of wireless power transfer in electric vehicles. 2.
 Control Systems and Automation • AI-Based Predictive Maintenance in
 Industrial Systems o Machine learning for fault detection in power
 transformers. o Predicting failures in rotating machinery using deep
 learning. • Advanced Robotics and Control Algorithms o Adaptive control
 for autonomous robotic arms. o Path optimization algorithms for multi-
 agent robotic systems. • IoT-Based Smart Home Automation o
 Implementing AI-driven smart home systems for energy efficiency. o
 Secure communication protocols for IoT-based automation. 3. Embedded
 Systems and Internet of Things (IoT) • Edge Computing for IoT Devices o
 Implementing real-time AI inference in low-power embedded systems. o
 Optimization of edge computing frameworks for industrial IoT. •
 Wearable Health Monitoring Devices o Developing ECG monitoring using
 flexible sensors and AI analysis. o Low-power IoT solutions for real-time

health monitoring.

4. Signal Processing and Telecommunications

- 5G and Beyond: Enhancing Wireless Communications
 - o AI-driven beamforming techniques for 6G networks.
 - o Security enhancements in millimeter-wave 5G networks.
- Speech and Image Processing Using AI
 - o Deep learning-based speech enhancement for hearing aids.
 - o Real-time image recognition for autonomous navigation.

5. Electric Vehicles and Sustainable Transportation

- Battery Management Systems for Electric Vehicles
 - o AI-enhanced state-of-charge prediction for EV batteries.
 - o Ultracapacitor integration for extended EV range.
- Inductive Charging for Electric Vehicles
 - o Wireless power transfer optimization for fast charging.
 - o Roadway-embedded charging systems for continuous power.

6. Biomedical Engineering and Assistive Technologies

- Neural Interfaces for Brain-Computer Interaction
 - o EEG-based control systems for prosthetic devices.
 - o AI-driven signal processing for seizure detection.
- Smart Prosthetics and Exoskeletons
 - o Sensor fusion for adaptive gait control in lower-limb exoskeletons.
 - o AI-driven gesture recognition for upper-limb prosthetics.

Would you like a detailed methodology or research proposal on any of these topics?

Topic 1.1: Framework for Vocational Education with a Focus on NATED and NCV Integration in South African Colleges

This topic can explore the integration and implementation of frameworks for vocational education, particularly the National Diploma (NATED) and National Certificate (NCV) qualifications within South African colleges. The research would focus on how these systems can be effectively combined to address challenges in vocational education, experimental facilities, policy irregularities, and workplace-based learning.

Key Areas to Explore in the Framework:

1. Introduction to the Framework for Vocational Education
 - Overview of NATED and NCV
 - o The National Diploma (NATED) and National Certificate (NCV) are the two key qualifications within South African vocational education, designed to enhance the employability of students.
 - o The NATED qualification offers a more academic-based approach, while the NCV focuses on practical skills training aligned with specific trades.
 - Objective of Combining NATED and NCV
 - o Objective: Explore how combining the NATED (academic) and NCV (practical) systems can provide a more comprehensive, holistic vocational education model.
 - o Goal: Enhance industry readiness and workplace skills by addressing policy inconsistencies, improving management systems, and ensuring strong work-based learning components.
2. Experimental Framework and Integration
 - Experimental Approach:
 - o Introduce experimental frameworks to ensure both theoretical knowledge and

practical skills are addressed. o Implement real-world case studies, hands-on training, and industry feedback mechanisms to ensure the combination of theoretical and practical education is balanced. •

Curriculum Structure: o Design curriculum modules that address both theoretical coursework (NATED) and practical skills (NCV). o Provide a blended learning approach that mixes online learning, classroom lectures, and workplace training. o Introduce workplace-based modules into both NATED and NCV curricula for holistic development. 3. Policy and Irregularity in Vocational Education • Policy Gaps and Challenges: o Examine policy irregularities that affect the effective implementation of NATED and NCV qualifications. o Explore issues like the inconsistent regulation of vocational education, unstandardized assessments, and unequal access to resources (e.g., insufficient infrastructure in rural colleges). • Impact on Students and Educators: o Address how policy gaps affect educational quality, industry integration, and student outcomes. o Assess the effectiveness of current government policies in providing proper support for the development of vocational programs. 4. Work-Based Learning and Experimental Facilities • Workplace-Based Learning: o Explore how to enhance workplace-based learning (WBL) in the NATED and NCV frameworks. o Integrate more industry partnerships to facilitate internships, apprenticeships, and on-the-job training for students. • Experimental Facilities in Vocational Colleges: o Discuss the role of laboratories and simulations in supporting practical education. o Examine how virtual labs or mobile training units can supplement traditional vocational facilities, especially in rural areas. • Industry Collaboration and Feedback: o Propose mechanisms to ensure that industry standards are being met by students through regular feedback loops with employers. o Create a feedback mechanism within the experimental framework that allows for continuous evaluation and improvement. 5. Moderators, Personal Trainers, and Lecturers in Vocational Institutes • Role of Moderators: o Examine how moderators in vocational training institutions can ensure that both theoretical and practical learning components are appropriately assessed and standardized. • Personal Trainers and Lecturers: o Investigate the need for personal trainers to support individual student progress and address specific challenges. o Role of lecturers: Ensure that instructors are properly trained in both theory and practical skills and have access to continuous professional development opportunities. • Assessment and Evaluation: o Evaluate the role of moderators and trainers in ensuring the consistency of

assessments and the standardization of qualifications across institutions.

6. Disciplinary Framework and Resolution in Vocational Education •

Disciplinary Challenges in Vocational Education: o Discuss common disciplinary challenges faced in vocational institutions such as student behavior, attendance issues, and ethical conduct. • **Policy and Management Systems for Discipline:** o Suggest a disciplinary framework to ensure students adhere to academic, behavioral, and ethical standards. o Propose systems to resolve disciplinary issues within vocational institutions, such as mediation, student counseling, and educator involvement. • **Ensuring Fairness and Equity:** o Examine the role of management systems in ensuring disciplinary fairness across diverse student groups and ensuring that policies are enforced consistently. 7.

Addressing Challenges and Ensuring Continuity in Vocational Education •

Challenges at the Educational Level: o Explore specific challenges faced by vocational institutions in implementing the NATED and NCV models. Challenges could include insufficient funding, lack of industry alignment, or inadequate student support systems. • **Insurance and Risk Management Frameworks:** o Address the importance of creating a comprehensive risk management framework in vocational education. o This includes considering insurance policies for student internships, on-site work (workplace training), and experimental facilities used in vocational programs. • **Sustainability of Vocational Training:** o Propose long-term sustainability models for vocational education, ensuring it is future-proof, adaptable to industry changes, and continues to meet the needs of the South African economy. 8. Conclusion and

Recommendations • Integration of NATED and NCV: o Conclude by recommending specific strategies for integrating the NATED and NCV systems, focusing on both the theoretical and practical components. • **Policy Recommendations:** o Suggest changes to policies related to vocational education to address current irregularities and improve both student outcomes and industry alignment. • **Improved Collaboration:** o Strengthen collaboration between industry stakeholders, educators, and policy-makers to create a robust, effective vocational education system : **Framework for Vocational Education with a Focus on NATED and NCV Integration in South African Colleges** This topic can explore the integration and implementation of frameworks for vocational education, particularly the National Diploma (NATED) and National Certificate (NCV) qualifications within South African colleges. The research would focus on how these systems can be effectively combined to address challenges in

vocational education, experimental facilities, policy irregularities, and workplace-based learning. Introduction to the Framework for Vocational Education • Overview of NATED and NCV o The National Diploma (NATED) and National Certificate (NCV) are the two key qualifications within South African vocational education, designed to enhance the employability of students. o The NATED qualification offers a more academic-based approach, while the NCV focuses on practical skills training aligned with specific trades. • Objective of Combining NATED and NCV o Objective: Explore how combining the NATED (academic) and NCV (practical) systems can provide a more comprehensive, holistic vocational education model. o Goal: Enhance industry readiness and workplace skills by addressing policy inconsistencies, improving management systems, and ensuring strong work- based learning components . Experimental Framework and Integration • Experimental Approach: o Introduce experimental frameworks to ensure both theoretical knowledge and practical skills are addressed. o Implement real-world case studies, hands-on training, and industry feedback mechanisms to ensure the combination of theoretical and practical education is balanced. • Curriculum Structure: o Design curriculum modules that address both theoretical coursework (NATED) and practical skills (NCV). o Provide a blended learning approach that mixes online learning, classroom lectures, and workplace training. o Introduce workplace-based modules into both NATED and NCV curricula for holistic development. 3. Policy and Irregularity in Vocational Education • Policy Gaps and Challenges: o Examine policy irregularities that affect the effective implementation of NATED and NCV qualifications. o Explore issues like the inconsistent regulation of vocational education, unstandardized assessments, and unequal access to resources (e.g., insufficient infrastructure in rural colleges). • Impact on Students and Educators: o Address how policy gaps affect educational quality, industry integration, and student outcomes. o Assess the effectiveness of current government policies in providing proper support for the development of vocational programs. 4. Work-Based Learning and Experimental Facilities • Workplace-Based Learning: o Explore how to enhance workplace-based learning (WBL) in the NATED and NCV frameworks. o Integrate more industry partnerships to facilitate internships, apprenticeships, and on-the-job training for students. • Experimental Facilities in Vocational Colleges: o Discuss the role of laboratories and simulations in supporting practical education. o Examine how virtual labs or mobile training units can supplement traditional

vocational facilities, especially in rural areas. • **Industry Collaboration and Feedback: Problem Statement** The implementation of a qualification framework in the technical and vocational education system is facing significant challenges in engineering education—particularly in the delivery of practical and theoretical learning outcomes. The current qualification system often experiences delays in reviewing, marking, and remarking learner assessments, which hinders the timely provision of feedback. The lack of integration between education technology, assessment frameworks, and administration systems results in inefficiencies that impact the learning experience for students, educators, and assessors. Specifically, in engineering disciplines, where both theoretical and practical skills are required, there is a need for real-time tracking of learner performance, allowing quick updates and adjustments to ensure learning outcomes are met. This problem is particularly pronounced in rural areas where distance learning and access to resources are even more limited, and teachers face increased challenges in designing frameworks that align with current industry needs while also providing practical job experience opportunities. The issue is compounded by low adoption rates of technological tools and standards compliance in some educational institutions, leading to further inefficiencies and barriers in aligning curricula with industry needs.

Purpose of Study The purpose of this study is to investigate and propose a framework for improving the implementation and integration of qualification systems in the field of engineering education— focusing particularly on the use of technology and the adoption of innovative systems. This includes examining the following key components:

1. **Research in Advanced Systems for Education Technology**
 - o To explore advanced systems that facilitate the automation of marking, remarking, and assessment management for engineering students.
 - o To identify digital tools that help track and report student progress more efficiently, ensuring that learning outcomes are accurately and timely captured.
2. **Basic Essential Systems for Rural Areas**
 - o To evaluate the unique challenges faced by rural vocational institutions in adopting and implementing these frameworks.
 - o Propose scalable, cost-effective solutions that can be applied in resource- constrained settings, ensuring students in rural areas benefit from advanced educational technology, despite geographic and infrastructural limitations.
3. **Energy of Education Technology Era**
 - o Explore how the emerging educational technology era can reshape vocational and technical education in the engineering field,

integrating online courses, distance learning, and virtual labs into traditional models to create more flexible, accessible learning environments.

4. Council Adoption of Frameworks and Low Rules Compliance

- o Investigate the challenges in policy adoption by councils and regulatory bodies, particularly in the context of low rule compliance by colleges and training institutions.
- o Propose solutions to standardize and streamline the adoption of qualification frameworks in engineering education.

5. Teacher Design of Frameworks and Learner Job Alignment

- o Examine how teachers and trainers can be equipped with frameworks that enable them to design relevant curricula, aligned with industry standards, while ensuring students gain workplace skills.
- o Propose a system that allows instructors to provide real-world job exposure through internships, apprenticeships, or project-based learning that aligns with academic qualifications.

6. Team-Based Learning and Collaboration

- o Investigate how the team-based approach can be integrated into the vocational framework, fostering collaboration between learners, instructors, and industry experts to ensure the curriculum is current, practical, and effective.

Research Objectives

- Examine current barriers to the implementation of qualification frameworks in the vocational education system, specifically in engineering disciplines.
- Propose a practical system for assessment management and feedback delivery that is both timely and transparent.
- Evaluate the impact of technology in improving teacher training, curriculum design, and learner outcomes in rural, resource-limited settings.
- Identify ways to integrate industry requirements into vocational education, ensuring that learners not only meet academic criteria but also gain industry-ready skills.

Potential Impact of Study

- Improve educational efficiency by addressing the delays in assessment feedback and ensuring that students can see the results of their work faster, which is crucial for learning progression.
- Enhance learner outcomes by introducing technological solutions that allow for more interactive and personalized learning experiences, especially in rural areas.
- Support better alignment between academic qualifications and industry needs, ensuring that students graduate with relevant skills.
- Promote system-wide adoption of advanced qualification frameworks that integrate real-time data and feedback into the teaching and learning process.

Next Steps for Research

- Would you like to explore specific technology solutions for improving assessment systems?
- Do you need recommendations on tools for distance learning in vocational settings?
- Should we analyze case studies from other countries that have

successfully integrated technology in vocational training? .3.2 Rationale: The rationale for this study focuses on the critical need for improving the vocational education system, particularly in engineering fields, to ensure alignment with industry standards, efficient management, and fair educational practices. The vocational education system is hindered by disorganized management, irregularities in assessment, and a lack of timely feedback, making it difficult to produce qualified and industry-ready learners. Below are the key elements of the rationale: Key Points of the Rationale:

- **Systematic Challenges:** o There is a lack of coherence in the management systems used in vocational institutions, particularly in the context of engineering education. Institutions face difficulties in managing learner performance, assessment schedules, and feedback delivery due to poorly integrated systems.
- **Need for a Structured Framework:** o The framework for qualification systems must be developed in a way that resolves issues around grading, marking delays, and inconsistent policy implementation. The study emphasizes the necessity of creating a framework that integrates academic policies with industry standards, helping students meet both theoretical and practical requirements.
- **Job-Related Evidence:** o The lack of practical job evidence or work-based learning creates a gap between the skills acquired through education and those required in the workplace. There is a need for the curriculum to be aligned with real-world job requirements and feedback from industry professionals to ensure that students are truly work-ready.
- **Irregularity in Results & Policy Issues:** o The study highlights the irregularity in marking and the delayed release of results, which significantly impacts the learner's progression and ability to meet deadlines. Additionally, policies around national exams and result statements need urgent reform to ensure consistency and equity across the system.
- **Equity and Fair Compensation:** o The study will also address the need for clear compensation structures for both lecturers and students. The framework will discuss HR resource allocation, ensuring that there is equitable recognition of teachers' roles and students' contributions in the learning process, particularly when dealing with vocational and technical skills.
- **Challenges of Monopolizing Education:** o The study will focus on the balance between private and public education systems. There is a need to ensure that vocational education remains democratic and inclusive, not dominated by large institutions or monopolies, thus allowing for fair access to resources and opportunities.
- **Insurance and Compliance Issues:** o There will be an exploration of

insurance policies and how they affect the learning experience, including risks in field-based learning, internships, and placements. The study also aims to investigate compliance with accreditation standards and how this affects both learners and institutions.

5 Background to the Study:

The background section will provide an overview of the current state of vocational education, focusing on policy frameworks, system agreements, and the challenges faced by institutions, particularly in rural areas. This section will provide insight into the existing educational infrastructure and how it relates to the national qualification framework in engineering. Key challenges in the system include slow implementation of policies, lack of accreditation, and delayed results, all of which hamper the educational experience of both students and educators.

Key Points of the Background:

- **Current Framework Review:**
 - o The study will review the existing frameworks for vocational education in engineering, focusing on the National Qualification Framework (NQF), National Trade standards, and faculty management. The review will consider how current policies align with educational objectives and whether these systems are effective for students in rural and urban areas.
- **Time Table and Rural Access:**
 - o Rural areas face significant challenges, such as limited access to resources, unequal infrastructure, and insufficient access to skilled educators. The study will evaluate how time tables and course structures are adjusted to accommodate the needs of students in rural colleges.
- **Policy Implementation Gaps:**
 - o There are gaps in policy implementation between DHET (Department of Higher Education and Training) and colleges, where local policies are not aligned with national standards. This discrepancy leads to inconsistent experiences across colleges. The administration of national exams and marking protocols need to be standardized to ensure fairness.
- **Internal vs External Factors:**
 - o The study will assess how internal institutional factors, such as workplace training programs and teaching materials, impact learners' preparedness. Simultaneously, external factors such as labor market demands, industry standards, and government policies will be examined to understand how they contribute to the overall effectiveness of vocational education.
- **Learning Progression and Feedback Delays:**
 - o The study highlights that slow feedback loops and delays in results processing not only affect learner motivation but also hinder timely career progression. Portfolio assessments need to be quickly processed and feedback provided promptly to ensure continuous learning and immediate improvement.
- **Lack of Accreditation and Compliance:**
 - o The

lack of accreditation of some vocational programs and discrepancies in marking further exacerbate the issues within the vocational system. The study will address how these irregularities damage the credibility of vocational qualifications and the long-term impact on students' career prospects.

- **No Remuneration for Outcomes:** o The study will discuss the lack of remuneration for learning outcomes that are the result of internships or apprenticeship programs in engineering. This gap creates challenges for students who are unable to receive compensation for their fieldwork or learning efforts, which can lead to disincentives to participate in work-based learning.
- **Slow to Adapt and Systemic Challenges:** o The vocational education system is described as being slow to adapt to changes in industry needs and technological advancements. There is a need for quick adaptation to current trends in education technology, industry skills, and employer requirements.

Next Steps for Study:

- Would you like to explore specific policy models for improving vocational education in South Africa?
- Are there particular technology solutions or platforms (LMS or eLearning) you'd like to evaluate in the context of vocational education systems?
- Would you like assistance in reviewing case studies of effective vocational education frameworks in other countries?

ackground to the Study: The background to this study highlights the current challenges faced by vocational education institutions, particularly in rural areas, and their inability to effectively implement systems that integrate academic organization, policy frameworks, and industry requirements. Despite the existence of national qualification frameworks and academic trade systems, these systems often fail to meet the demands of modern education, especially in technical fields like electrical engineering.

Key Points of the Background:

- **System Agreements and Frameworks:** o The study will evaluate the system agreements and frameworks that govern the implementation of vocational education in engineering. This includes examining the alignment between rural schools, colleges, and national policies in areas such as attendance, timetables, and qualification standards.
- **Policy Implementation Gaps:** o There is a lack of agreement between local colleges and the Department of Higher Education and Training (DHET) on how vocational training programs should be structured, particularly in the context of engineering disciplines. These policy gaps contribute to inefficiencies, such as delays in marking, irregular feedback, and non-standardized procedures for results processing.
- **Rural and College Time-Table Discrepancies:** o The study will

explore the challenges faced by rural institutions in terms of limited access to resources, teaching staff, and appropriate timetables that can facilitate both theory and practical training. There are issues with scheduling conflicts and limited availability of lecturers, which create delays in the delivery of engineering education.

- **National Framework vs. Local Challenges:** o While the National Qualification Framework (NQF) offers a structured approach to vocational education, many colleges face challenges in implementing these frameworks effectively. The NQF does not always match the local needs of vocational institutions, leading to discrepancies between academic policies and industry requirements.
- **Theory vs. Practical Application:** o Another challenge is the discrepancy between theoretical knowledge and practical application in vocational courses. The study aims to investigate how well the vocational curriculum integrates hands-on learning with engineering theory, especially in electrical engineering.
- **Delayed Results and Portfolio Damage:** o The issue of delayed release of results and damaged student portfolios will also be explored. Slow processing of results and unverified feedback hinder student progress, especially in field-based assessments. This is a direct result of poorly integrated management systems for student performance and evaluation processes.
- **Non-Accreditation and Credibility Issues:** o The study will investigate the issue of non-accreditation of certain vocational programs and how the lack of accreditation damages the credibility of qualifications. This creates a challenge for students seeking recognition and employment within their chosen industries, particularly in engineering fields.

1.6 Research Questions:

The research questions for this study will focus on the key areas of vocational education, policy integration, and the challenges within engineering education systems. These questions aim to explore the structural, academic, and operational factors that impact the success of vocational training systems. Below are the primary research questions:

1. How can the current assessment policies in vocational education be improved to ensure timely feedback and efficient evaluation processes for learners, especially in engineering disciplines?
 - o What are the main barriers to rapid feedback and results processing in vocational institutions?
2. What factors contribute to the slow adaptation of vocational colleges, especially in rural areas, to national qualification frameworks (NQF) and industry standards in electrical engineering?
 - o How can these barriers be overcome to ensure better alignment between academic programs and industry needs?
3. How do policy discrepancies

between national education frameworks (DHET, SAQA, etc.) and local college practices affect the quality and credibility of vocational qualifications? o What can be done to resolve policy disagreements that hinder effective implementation at the college level? 4. What role does distance learning and educational technology play in overcoming the challenges faced by vocational education institutions, especially in rural or remote areas? o How can the integration of technology enhance the accessibility and quality of education, particularly in engineering and electrical training? 5. What challenges do vocational technical institutes face in aligning practical job training with theoretical education in electrical engineering? o How can vocational colleges create better synergy between classroom learning and field-based experience? 6. What are the implications of non-accreditation on students' employment prospects and institutional credibility, and how can these issues be addressed? o How does non-accreditation undermine the effectiveness of the educational system and its graduates? 7. How do HR management policies and insurance structures impact the effectiveness of the vocational education system in providing work-based learning and internship opportunities for students? o What improvements can be made to ensure better recognition of learners and fair compensation for their contributions? 8. What are the implications of monopolistic control in education systems and how can a democratic, liberal framework be established in vocational training to ensure accessibility and equality for all students? o How can private sector involvement be balanced with public sector regulation to ensure fairness and quality in education? Next Steps in the Research: • Would you like to focus on specific case studies of successful vocational education systems in other countries? • Should we conduct a deep dive into distance learning technologies and LMS systems for vocational engineering? • Would you like to explore potential policy recommendations based on these research questions to improve vocational training in South Africa? 1.8 Methodological Approach: The methodology outlined in this thesis focuses on various aspects of engineering education systems with an emphasis on improving the operational processes in vocational colleges and training institutes, specifically for electrical engineering. This approach involves the assessment of the existing system and the proposal of strategies to improve academic administration, assessment procedures, and qualification frameworks. Key Elements of the Methodological Approach: • Teaching and System Policies: o The thesis will explore how teaching

methodologies and system policies in vocational engineering programs (like electrical, civil, and mechanical engineering) can be revised and standardized. This includes evaluating timetables, assessment systems, and the role of inspectors in grading and evaluation. • Trade-Related Manufacturing Systems: o The research will look at the trade-related manufacturing systems used in the engineering curriculum, including the management of portfolios, and the design of dockets that track students' progress in practical training. • Assessment and Registration Systems: o The study will focus on systems for registration, suspension of assessments, and the design of judgments for students' practical work. Attention will be given to assessment suspension due to irregularities or lack of feedback, and how this affects students' academic progression. • Engineering System Failures: o A key part of the research involves identifying where current systems fail, such as mismanagement of results, slow response times, circuit phase errors, and the lack of follow-through on assessments in engineering courses. This includes proposing better-designed systems for assessment, particularly with mandatory government post-assessments. • Timetable Functionality: o The timetable systems used in vocational training programs need to be assessed for their ability to provide functional, outcome-oriented schedules for both academic and practical training in engineering disciplines.

1.8.2 Research Design: The research design outlines the structure and methodology to be followed in the study, especially focusing on the engineering field and its academic infrastructure. • Engineering Model Field: The research will build on an engineering model where the design and assessment processes of engineering students will be analyzed. This involves creating a timed model of the educational schedule, focusing on time management, outcomes, and practical application of skills. • Outcome-Based Design: The research will focus on outcome-oriented systems, where the success of students in engineering (particularly in electrical engineering) is directly linked to the performance in real-life scenarios as well as academic theory.

1.8.3 Approach: The research will take a holistic approach to vocational education within the engineering sector, exploring how the system can be restructured for better performance and faster responses to evolving educational needs. • Online Education and Career Development: The approach will assess the role of online education platforms and career centers in engineer education. Special attention will be given to security and privacy concerns related to student data, academic performance,

and the integration of online platforms into rural settings. • Rural Justice and Social Media: The study will also consider social media and rural justice systems, analyzing how mediation, conciliation, and policy development through these platforms can contribute to solving vocational education challenges.

1.7 Theoretical Framework: The theoretical framework for this research focuses on practical, philosophical, and regulatory aspects of vocational engineering education, with a particular emphasis on electrical engineering and its integration with the national qualification framework (NQF).

Key Aspects of the Theoretical Framework:

1. Philosophies of Education:
 - o The framework will draw on various philosophies of education, emphasizing the practical application of engineering concepts and the development of critical thinking and problem-solving skills in vocational students.
 - o It will involve examining cognitive processes involved in learning, including how students process, analyze, and apply information in real-world engineering tasks.
2. Curriculum Implementation:
 - o The study will evaluate how the qualification curriculum is designed and implemented, including aspects like:
 - ♣ The design of career-oriented modules.
 - ♣ Time allocation for theory vs. practical work.
 - ♣ Alignment with national framework standards and assessment guidelines.
3. Irregularities in Education:
 - o The framework will focus on identifying and addressing irregularities in:
 - ♣ Marking schemes and record-keeping.
 - ♣ The design of time tables and the allocation of learning hours.
 - ♣ Assessments and results release issues that undermine the credibility of the system.
4. Regulations and Policy:
 - o Focus on regulatory frameworks guiding vocational education and the role of SETAs (Sector Education and Training Authorities), particularly the EDPSETA (Engineering, Development and Professional Skills Authority).
 - o Examination of the philosophy behind the National Qualifications Framework (NQF) and how it impacts the engineering education system in rural areas.
5. Integration with the National Framework:
 - o Conceptual integration of educational practices with the national framework ensuring that learning outcomes are consistently aligned with industry standards and national policies.
 - o This includes the role of School Governing Bodies (SGBs) and other stakeholders in shaping curricula and assessments.

1.8 Methodological Approach: The methodology will focus on analyzing the education system's practices in vocational engineering institutions, including system design, assessment practices, and data management. It will include the evaluation of trade-related training, particularly electrical engineering,

and propose changes to improve the quality and transparency of education. Key Elements of the Methodological Approach: 1. Teaching System and Policies: o Study the teaching and assessment systems used in vocational colleges and engineering academies, focusing on the semester design, curriculum delivery, and outcomes assessment. 2. Systematic Evaluation: o Evaluate how timetables and teaching methods in engineering are designed to ensure students receive both theoretical knowledge and practical experience. The study will look into whether these systems are flexible enough to cater to changing educational needs. 3. Trade-Related Manufacturing Systems: o Explore engineering dockets and portfolios that track the progress of students in applied fields such as electrical engineering. o Identify gaps or irregularities in the manufacturing and assessment systems and propose improvements. 4. System Failures: o Analyze areas where systemic failures such as slow marking, delayed results, and inconsistent feedback have led to student dissatisfaction and academic inconsistencies. o Focus on developing new methods to resolve these issues in a timely and efficient manner. 5. Engineering Systems and Registration: o The research will assess how registration processes work for engineering students, particularly the suspension of assessments and how these processes can be streamlined or reformed. 6. Assessment Design and Evaluation: o A comprehensive look at assessment processes—whether mark sheets are accurate, grades are timely, and how feedback is integrated into the development of students' skills.

1.8.2 Research Design: The research design for this study centers on creating an engineering model that highlights the relationship between academic outcomes, curriculum implementation, and real-world application. • Field-Based Model: o Develop a model that includes both academic and practical assessments, allowing for an integrated approach to evaluating students' engineering competencies. o Create outcome-based assessments that are aligned with national qualification standards and industry needs.

1.8.3 Approach: The study will adopt a multifaceted approach that integrates traditional learning environments with the advent of online education systems and other technology-based solutions to improve vocational training in engineering. Key Aspects: 1. Industrial Education System: o The research will consider the targeted outcomes of industrial education, including skills development, career orientation, and the integration of educational technology into vocational programs. 2. Online and Social Media Approaches: o Examine the use of online platforms, social media tools, and career development centers as part of

the educational system. These platforms can help rural students access better learning resources and real-time feedback. 3. Rural Justice and Education: o Investigate the intersection of justice systems, education policies, and social development in rural areas, especially how these elements influence educational outcomes for vocational learners in engineering. 1.8.4 Population and Sampling: The population for this study includes: • Students (both young and older) involved in vocational education in electrical engineering. • Educators and administrators from technical colleges and vocational training institutions. • The study will focus on learners from rural and urban areas, analyzing the irregularities in their access to resources, learning opportunities, and educational outcomes. 1.8.5 Data Generation: The study will focus on data generation through multiple sources: 1. Management Systems: o Collect data from institutional management systems and academic records to analyze the efficiency of registration and assessment procedures. 2. Textbooks and Curriculum: o Use curriculum records, classwork, and textbooks to track how curriculum design aligns with assessment practices. 3. Online Information: o Include online databases and SAQA frameworks to ensure alignment with national standards and accreditation guidelines. 1.8.6 Data Analysis: The data will be analyzed to: • Identify patterns in system failures related to assessments, feedback, and timeliness of results. • Analyze the efficacy of curriculum frameworks and how well they align with industry standards. Ethical Considerations: Key ethical considerations in this research include: • Confidentiality and informed consent from all participants. • Ensuring that all data is secure, with no breach of privacy or misuse of participant information. 1.9 Summary and Overview of the Thesis: This thesis will provide a comprehensive analysis of the educational systems in South African vocational colleges, particularly in electrical engineering, and suggest improvements to address system failures, irregularities, and inefficiencies. The study will focus on improving assessment and registration processes, data management, and curriculum design, with an emphasis on rural educational sectors and how they can benefit from modern technology-driven education systems. Chapter 2: Literature Review In the literature review, the study will explore the current research on vocational education frameworks, focusing on: • Curriculum Design: Alignment with industry needs and academic standards. • Regulatory Frameworks: Examining how SETAs, SAQA, and other regulatory bodies influence vocational education. • Rural Education Challenges: Understanding the

barriers faced by rural students in accessing and succeeding in vocational training programs. Next Steps: • Would you like to explore specific case studies of successful vocational education reforms in other countries? • Should we delve deeper into the assessment frameworks of SETAs and how they can be improved? • Would you like to focus on the ethical and social implications of this research?

Chapter 2: Literature Review

2.1 Introduction: This chapter examines the language of education and the qualification frameworks within the context of vocational education in South Africa, with a focus on engineering, specifically electrical engineering. It highlights the inefficiencies and irregularities in the academic and assessment systems, particularly in rural areas, and the slow accountability in the release of results. The review also explores the relationship between language skills in Africa and their impact on education and industrial outcomes. Key points covered include: • Language of Education: The role of language in qualification systems, including how different language proficiency levels impact students' access to education and academic success. • Qualifying Frameworks: The importance of having a robust qualification framework for students in vocational education, and the challenge posed by the lack of accreditation and the irregularities that arise as a result. • Backlogs and Delays: The study will also address the issues related to delays in result releases, inaccurate transcripts, and the lack of proof of qualifications, which contribute to non-registered students and academic irregularities.

2.2 Definition of Concepts: The following concepts are central to understanding the issues in vocational education within South Africa's engineering education system. • Award, Degree, and Diploma: o Framework qualifications provide a structured path for students to earn recognized degrees or diplomas. o Issues arise when students fail to receive accredited degrees, leaving them with no proof of achievement, leading to backlogs in subjects or entire programs. o These irregularities often mean students are unable to pursue higher education, impacting their future career prospects. • Non-accreditation: o Non-accredited students face barriers in accessing higher education and workplace opportunities. Many students have completed courses but lack valid certification or cannot access recognized academic records. • Faculty Engineering & Business: o The academic discipline of engineering and its alignment with business principles form the core curriculum. Ensuring proper verification and administration in these fields is crucial for student success.

2.2.1 Work-Integrated Learning (WIL): • System Information: o

The system tracks degree awards, master's degrees, and workplace learning through internships or on-the-job training.

- o Work-integrated learning (WIL) is central in engineering programs, linking theory with practical experience in real-world settings like Eskom or Schneider Electric.
- Curriculum Design:
 - o The importance of balancing academic learning with practical job training in engineering disciplines.
 - o Incorporating Summative Scheiner assessments to measure engineering competencies.

2.2.2 Workplace Learning:

- Learning Through College and Job Training:
 - o Vocational students must attend practical training, CPD (Continuing Professional Development) sessions, and industry training to enhance technical skills.
 - o The study will examine how extra-mural subjects and additional courses can improve employability and align students with the industry requirements.
- Practical Experience:
 - o Focus on peer assessment, where students and colleagues review one another's work, and how this process can build accountability and improve learning outcomes.

2.2.3 Problem-Based Learning (PBL):

- Learning through Problem Solving:
 - o The research will evaluate problem-based learning (PBL) methodologies, where students work on real-world issues that require engineering solutions. This approach encourages critical thinking and collaborative problem-solving.

2.2.4 Experiential Learning:

- Experiential Learning:
 - o The study will analyze how hands-on experience and learning by doing affect student outcomes in engineering programs.
 - o It will assess team-based projects, where learners are grouped to design and develop engineering solutions under real-world conditions.

2.3 How TVET Lecturers Learn Through:

- Global TVET Learning Models:
 - o The review will explore how TVET (Technical and Vocational Education and Training) lecturers learn and assess students through practical applications and on-the-job training.
- Assessment Frameworks:
 - o Experiential assessments such as workplace application systems and job task operational purposes will be studied, particularly in engineering fields.

2.3.2 Regional Context of TVET Learning:

- TVET Learning in Gauteng:
 - o The Gauteng Department of Education plays a pivotal role in the regulation and oversight of vocational training institutions.
 - o Challenges include the variability in quality across institutions and the uneven access to resources, particularly in rural areas.
- Knowledge Systems in TVET:
 - o Exploring how knowledge management and information systems in TVET institutions can help lecturers track student progress and design effective curricula.

2.5 Conceptions of TVET Lecturer Learning:

- Global Perspectives on TVET Learning:
 - o The literature review

will explore how TVET lecturers learn from global systems, focusing on best practices in vocational teaching from countries with strong engineering sectors like Germany and the UK. • Vocational Self-Discovery: o The study will also look into how TVET learners can benefit from self-discovery during their educational journey, leading to a more independent and proactive approach to learning. 2.6 Chapter Summary: In this chapter, the literature reveals the systemic issues that affect vocational education in South Africa, particularly in the engineering fields. The study will investigate work-integrated learning, experiential learning, and the role of TVET lecturers in facilitating student success. It will also focus on how the qualification frameworks need to evolve to address the gaps in accreditation, result release, and practical job training. Chapter 3: Theoretical and Conceptual Frameworks 3.1 Introduction: Chapter 3 will introduce and build upon theoretical frameworks that guide the research, specifically focusing on experiential learning theory and its relevance in the context of engineering education. 3.2 Experiential Learning Theory: Background This section will explain the background and key principles of experiential learning theory, particularly as they apply to vocational education. This includes the role of active learning, reflection, and application in engineering studies. Next Steps: • Would you like to dive deeper into the global comparison of TVET systems and how South Africa can improve? • Would you like to explore specific case studies on successful work-integrated learning initiatives? • Are you interested in understanding how experiential learning can be practically implemented in rural areas? Chapter 3: Theoretical and Conceptual Frameworks 3.1 Introduction: This chapter explores the theoretical foundations and conceptual frameworks that guide this study, focusing on the key theories related to experiential learning and their relevance to the vocational education and training (TVET) systems. The importance of these frameworks is highlighted for their contribution to understanding the learning process and how workplace training integrates with formal education. 3.2 Experiential Learning Theory (ELT) Background: • Background: o Experiential Learning Theory (ELT), developed by David Kolb, focuses on the idea that learning is a process where knowledge is created through the transformation of experience. This theory is highly relevant in the context of engineering education, particularly for students involved in workplace learning and vocational training. • Key Components of ELT: 0. Concrete Experience: ♣ Students engage in real-world activities, such as on-the-job training, internships,

and work-integrated learning. This is the foundation of learning, where students actively participate in activities that reflect their future profession.

1. Reflective Observation: ♣ After the experience, learners reflect on their actions and observations. This may involve moderating self-assessments, open-book tests, or classroom discussions to reflect on the knowledge gained and its application.
2. Abstract Conceptualization: ♣ Students use their reflections to form abstract concepts or theories that explain the experiences. They conceptualize how the real-world practice connects to the theoretical knowledge learned in the classroom.
3. Active Experimentation: ♣ In this phase, students apply their new knowledge to solve problems or improve their understanding through further experiments, which might include industry placement, design projects, or applying learned concepts in the workplace.

- Framework Application:
 - o This cycle of concrete experience, reflective observation, abstract conceptualization, and active experimentation provides a framework that is essential for vocational education, particularly for students in the engineering field.
 - o Input and Output Learning: ♣ Concrete design frameworks for vocational qualification phases (e.g., degree award, training workplace, exam phase) are structured in a clear way, with steps for each phase of student progression.

3.3 Industry Placement Model (Bergami and Schiller, 2009)

- Industry Placement and Community:
 - o Community involvement is key in vocational education. The industry placement model involves students working closely with industry professionals to gain hands-on experience in their field.
 - o The model suggests integration between academic institutions and industry, ensuring that students develop the skills that meet the demands of the workforce.
- Key Components:
 0. Learner-Academic Policy: ♣ Policies should ensure that national trade skills are taught in alignment with the demands of the industry.
 1. Skills Development: ♣ Classroom theory is complemented by real-world skills, which are developed during industry placements. This combination enhances student employability and ensures skills relevance.

3.4 Conceptual Frameworks:

- Shulman's Domains of Teacher Knowledge:
 - o Shulman identified the domains of teacher knowledge, including content knowledge, pedagogical knowledge, and curricular knowledge. This framework is applied to TVET lecturers, ensuring that they not only possess technical knowledge but also the pedagogical expertise to transfer this knowledge effectively to students.
- Soft Skills:
 - o Soft skills like communication, critical thinking, and teamwork are increasingly important in engineering education. The

integration of technology platforms, like PowerPoint, Azure, and online web design, also facilitates the development of these skills. • Web Design and Technological Integration: o In the rural system, the ability to use technology such as online platforms and web design tools plays an important role in bridging educational gaps. Chapter 4: Research Design and Methodology 4.1 Introduction: The research employs various methodological approaches to explore the educational and training frameworks for TVET lecturers and students in engineering disciplines. A blend of qualitative and quantitative methods is used to examine the challenges and irregularities in the education system, with a particular focus on industry placements, workplace learning, and qualification frameworks. 4.2 Ontological Assumptions: • Irregularities in the System: o It is assumed that there are inherent irregularities within the marking systems and qualification frameworks that affect the accuracy and timeliness of results. These issues are ontologically part of the system and need to be addressed for a more efficient process. 4.3 Epistemological Assumptions: • Knowledge and Progress Systems: o The study assumes that progress in learning is not only defined by academic results but also by skills acquisition and workplace readiness. The language translation and slow systems in Africa require further examination to identify barriers to student success. 4.4 Methodology: • Research Approach: o The research approach is qualitative, focusing on in-depth interviews, case studies, and document analysis to understand the learning challenges within the TVET system. • Sampling: o Convenience sampling will be employed, selecting participants from industry experts, TVET lecturers, and students engaged in vocational training programs. 4.5 Axiology: • Value Considerations: o Ethical considerations include ensuring transparency, ensuring trustworthiness in the data collection process, and guaranteeing that findings reflect the lived experiences of students and teachers. 4.6 Trustworthiness: • Credibility, Transferability, Dependability, and Confirmability: o The research will ensure credibility, transferability, dependability, and confirmability by ensuring that data collection methods are consistent and the interpretations are rigorous. Chapter 5: Research Site and Participant Profiling 5.1 Introduction: This chapter introduces the research site, including Eskom, City Power, and Microsoft. It will profile the participants involved in the research, providing insights into their industry experience and teaching backgrounds. 5.2 Research Site: • Industry Placement: o Eskom, City Power, and Microsoft serve as key

industry players for students' placements, providing hands-on experience in engineering disciplines. The sites serve as practical training environments for TVET students, offering exposure to current technologies and industry practices.

Chapter 6: Data Presentation and Analysis

6.1 Introduction: This chapter presents the findings from the research, including an analysis of learning through industry placements, pedagogical methods, and the integration of technology into the teaching process.

6.2 Data Presentation:

- Positive Aspects of WIL:
 - o Students and lecturers will highlight skills gained, such as problem-solving, technical knowledge, and the application of real-world engineering practices.
- Challenges:
 - o Challenges include long working hours, bureaucracy, and setbacks in the system. There are also concerns about lack of technical skills and problem-solving skills among lecturers and students.

6.3 Methodology Summary and Recommendations:

- Recommendations:
 - o The study will recommend improvements in curriculum design, teaching methods, and industry collaboration to ensure that students and lecturers are better equipped with the skills necessary for modern engineering roles.
- Next Steps:
 - o Would you like further elaboration on the methodological design or how data collection will be conducted?
 - Are you interested in understanding more about the Socratic method and its application in TVET education?
 - Do you want to explore global comparisons of TVET systems in relation to engineering and industry needs?

Thesis university college

Based on your text, it seems like you are detailing a thesis or research study related to vocational education and training (TVET) in engineering and electrical sciences. Below is a more organized and refined version, categorized into key sections, highlighting important themes, frameworks, research objectives, and the overall direction of the study.

1. Research Context & Background

- Core Focus: The study focuses on engineering, electrical sciences, and vocational training systems, specifically in relation to national qualifications, trade qualifications, and curriculum design within South African TVET colleges.
- Main Goals:
 - o To understand the implementation of trade qualifications and how they intersect with engineering studies.
 - o To identify systemic gaps in the training, assessment, and qualification process, particularly in rural areas or places with economic instability.
 - o Propose frameworks for national qualifications and trade qualifications that align with industry needs, economic sustainability, and technology integration (e.g., machine learning and artificial intelligence).
- Key Focus Areas:
 - o Trade qualification systems (National Frameworks & Curriculum).
 - o Industry

partnerships: Connecting vocational education with real-world needs in sectors like energy and electrical engineering. o The use of learning management systems (LMS) for managing education content, assessments, and qualifications.

2. Theoretical & Conceptual Frameworks

- Experimental Learning Theory: Focus on concrete experience, reflective observation, abstract conceptualization, and active experimentation—the four stages of Kolb’s Experiential Learning Theory. o In the context of TVET: This theory will be used to assess how practical, hands-on experiences in the industrial sector can inform theoretical knowledge in classrooms and labs.
- Learning Frameworks: o Shulman’s Domain of Teacher Knowledge: Focus on subject matter knowledge and the ability of teachers to integrate soft skills (e.g., communication, problem-solving) into teaching practices. o Bergami & Schiller’s (2009) Industry Replacement Model: Incorporates the idea of aligning classroom learning with industry placement to ensure students acquire practical skills directly applicable in the workforce.

3. Research Design & Methodology

- Research Philosophy: o Ontological Assumptions: The study recognizes that educational systems and qualifications are often impacted by socio-economic conditions, technological advances, and regional disparities. o Epistemological Assumptions: Emphasizing the translation of skills between African trade practices and global standards (e.g., aligning South African qualifications with U.S. standards).
- Approach: o Interpretivism: Analyzing the cultural and social contexts of vocational education. o Case Study: Examining TVET colleges and their industry collaborations (e.g., Eskom, Microsoft, Eaton) to understand how the curriculum is impacted by industry needs.
- Methodology: o Qualitative: Interviews, data triangulation, trustworthiness measures (credibility, transferability, dependability, and confirmability). o Sampling: Convenience sampling of students, trainers, and administrators across various sectors. o Piloting: Testing research tools and interview questions to ensure reliability.

4. Key Research Themes & Data Collection

- Training & Curriculum: o The research will focus on how well the national qualification system prepares students for real-world engineering and electrical work. It will look at curriculum integration, industry exposure, and soft skill development.
- Technology in Learning: o Evaluating how technology (e.g., LMS systems, machine learning models, artificial intelligence) can enhance the vocational training experience.
- Industry Placement & Experience: o The study explores how workplace experience is critical to bridging the gap between classroom learning and real-world applications.

5. Policy & Institutional Frameworks • TVET and National Qualifications: o Assessing the effectiveness of South Africa's national qualifications and trade qualifications frameworks (e.g., SAQA, DHET) in providing adequate skills training and workforce readiness. • Policy Alignment: o Evaluating government regulations, education technology policy, and how they impact the development of vocational programs and teaching standards in the engineering and electrical sectors. • Challenges: o Issues with bureaucracy, lack of alignment between academic and industry needs, and economic instability in certain regions that hinders the development and implementation of vocational training programs.

6. Results Presentation & Analysis • Skills Development: o Positive aspects include the acquisition of new skills by students (e.g., wiring, plumbing, diesel mechanics). o However, there are concerns about long working hours, bureaucratic hurdles, and lack of problem-solving skills among trainers. • Learning Outcomes: o Focus on soft skills development (e.g., communication, collaboration) and technical skills (e.g., automation, programming, machine use). o Emphasizing learning through reflection, networking, and workplace exposure. • Reflection: o The study also highlights the need for more interactive learning models (e.g., safety workshops, peer feedback sessions, practical troubleshooting).

7. Conclusion & Recommendations • Need for System Requalification: o The study underscores the importance of requalifying existing programs to align with national frameworks and industry needs. • Innovative Approaches: o Recommendation to incorporate more technological innovations (e.g., LMS, data analytics, machine learning models) to modernize the TVET education system. • Curriculum Design: o The need to integrate theory and practice more effectively through industry partnerships and hands-on learning. • Policy Impact: o Suggests greater emphasis on policy alignment between industry standards and TVET curriculum design to create sustainable, future-ready workforce.

8. Contribution of the Study • The proposed framework aims to: o Enhance the synergy between TVET institutions and industry requirements. o Design a more adaptive qualification system that can be updated continuously to meet the demands of modern engineering and electrical trade sectors. o Provide a model for global adaptation of trade qualifications to suit emerging industries and technology-driven sectors.

ext Steps & Further Questions • Would you like to dive deeper into any of the specific models (e.g., Bergami & Schiller's Industry Replacement

Model) or perhaps policy implications of the study? • Are you interested in exploring how these frameworks can be applied to other vocational fields like manufacturing or construction? Master engineering

This document appears to outline the framework, course structure, and assessment components for a Master's level electrical engineering course, likely aimed at preparing students for advanced studies and real-world applications in electrical systems, trade theory, and industrial engineering. Below, I will restructure the content into clearer sections to make it more digestible.

1. Course Overview: Engineering Electrical Master

1.1 Course Title • Engineering Electrical Master

1.2 Terminological Objective • The goal of this course is to provide students with the knowledge and skills necessary to:

- o Define, design, and creatively implement electrical systems at both basic and advanced levels.
- o Focus areas include electrodynamics, electromagnetic systems, power systems stability, and the design of electrostatic systems.

1.3 Course Description • This course blends theory and practical applications in electrical engineering, focusing on key topics such as quantum mechanics, electrostatic dynamics, and relativity of charge. • Students will learn how to master electrical systems stability, power transformation, and synchronization techniques. • Additional focus will be placed on the practical commissioning and approval of electrical systems, alongside dealing with electromagnetic disturbances and load shedding.

2. Course Content & Structure

2.1 Course Synopsis • Stability Design and System Projections:

- o Electrokinematic dynamics and physical state engineering science will form the backbone of the course, alongside manufacturing processes and inventory management systems.

2.2 Topics Covered: • Electrostatics, Electrodynamics, and Electromagnetism • Power Systems Design: Focus on system stability, load shedding, and electromagnetic interactions in electrical power systems. • Trade Theory: Integrating theoretical concepts with practical scenarios in electrical manufacturing and trade systems.

2.3 Course Activities • Experimental Work:

- o Completion of multidisciplinary projects using a 3D approach.
- o Hands-on testing in topics such as electrostatic conductivity, system linearization, and dynamic stability tests.

• Student Engagement:

- o Panel Discussions on system evaluation, trade theory applications, and experimental results.

3. Evaluation & Assessment

3.1 Evaluation Methods • Practical & Theoretical Tests:

- o Students will be evaluated based on their understanding of electrical system theories and their practical application

in real-world projects. • Experimental Log: o Maintenance of logs documenting experimental input/output, system manipulations, and conductivity tests. • Final Assessment: o A detailed research paper or capstone project involving electrical engineering systems, trade theory, and their application in real-world industrial scenarios.

3.2 Data Sources & Bibliography

- Experimental Topics: o Data from St. Peace College, Tshingombe, and various online databases.
- Recommended Reading: o Books, articles, and papers on electrical systems, engineering dynamics, and electrodynamics.

4. Assignment and Project Guidelines

4.1 Assignment Title

- Engineering Electrical Master o Topics such as electrostatics, electrokinematics, electrodynamics, and power systems control.

4.2 Assignment Structure

- Course Index: o A comprehensive breakdown of basic concepts, diagrams, and case studies such as load shedding, Eskom, and Schneider Electric.
- Research and Case Studies: o Real-world scenarios will be presented, such as city power systems and industrial control challenges.
- Justification & Practical Examples: o Analysis of the advantages and disadvantages of current systems, highlighting issues like poor distribution and inefficiency in trade systems.

5. Topics for Study and Exploration

5.1 Introduction & Purpose

- Key Definitions: o Introduce critical concepts in electrical engineering, focusing on how system design and stability play a pivotal role in modern industry.

5.2 Description of Topics

- A range of subtopics such as: o Signal detection, wireless systems, telecommunication technologies, neural networks, and biological systems.
- Examples: o Digital Control Systems, Microprocessors, and Stochastic Processes.

6. Advanced Topics in Electrical Engineering

6.1 Topics Covered

- Digital Telephony
- Space Control Systems
- Advanced Telecommunications
- Wireless Telecommunication Systems
- Neural Networks and Signal Processing
- Signal Detection and Estimation Theory
- Industrial Power Systems and Process Control

6.2 Course Focus Areas

- Understanding the interaction between electromagnetic systems, signal processing, and power systems control.
- Exploring topics like fiber optics, biological computation, signal redressing, and medical image reconstruction.

7. Additional Course Components

7.1 Educational Development

- The course aims to advance knowledge in engineering, focusing on technical skills and soft skills like critical thinking and innovation in industrial design.

7.2 Professional Evaluation

- Evaluation of developmental theories and the impact of technological changes in the engineering sector.

8. Conclusion &

Recommendations • General Recommendations: o Encourage continuous improvement of the engineering system through research, experimentation, and industry collaboration. • Suggestions: o Stronger emphasis on systematic education through interactive learning and innovative methodologies. • Future Research: o Investigate the use of AI and machine learning in optimizing power systems and electrical designs.

Next Steps and Further Exploration: • Would you like to explore specific case studies or applications related to load shedding or power system control? • Are you interested in how industry collaborations can further improve the electrical engineering curriculum? • How can technology (e.g., AI, IoT, machine learning) enhance learning in electrical engineering education? Let me know if you'd like further clarification or if you'd like to explore specific parts of the course in more detail!

1. Project Description (Research Proposal Structure)

1.1 Proposal Section Research

- Objective: This section should outline the primary aim of your research. It should highlight the problem you aim to solve or the gap in knowledge that your research will address. o Example: "This research will explore the integration of machine learning in electrical power systems to improve efficiency in load shedding management."

1.2 Rationale

- Why this research is important: Justify why the research is valuable, its social, economic, or scientific impact. Provide insight into the relevance of the study in your field. o Example: "The study will provide solutions to the critical issue of power supply reliability in developing countries, where load shedding impacts industrial productivity."

1.3 Preliminary Research

- Literature Review: Highlight key findings from previous studies in your field. This shows what existing research is available and where your work fits within it. o Mention gaps, contradictions, or opportunities that your research will address. o Example: "Recent studies on smart grids and power system optimization have explored individual components, but none have focused on their combined application using AI technologies."

1.4 Data Appropriateness

- Sources and types of data you will use: Identify whether you will use primary data (collected through experiments, surveys, etc.) or secondary data (from published research, databases, etc.). o Example: "Data will be collected from public energy systems and simulation models to test the effectiveness of AI-powered predictive maintenance systems."

1.5 Literature Where Appropriate

- Key References: Provide a brief mention of some critical works or theories that will guide your research. Indicate how they will inform your study. o Example: "The Theory of Control Systems will inform the design of the

predictive algorithms, while AI in Energy Systems literature will support the machine learning model development." 1.6 Hypothesis • Central Hypothesis: Clearly state the hypothesis or the theory that your research will test or explore. o Example: "This study hypothesizes that machine learning models can significantly reduce load shedding incidents by predicting energy demand fluctuations more accurately." 1.7 Research Questions • Questions You Aim to Answer: Identify the key questions your research will answer. These should align with the research hypothesis. o Example: ♣ "How can machine learning models improve the prediction of power consumption in urban grids?" ♣ "What are the barriers to implementing AI-driven systems in existing electrical infrastructure?" 1.8 Proposed Educational Activity Integration • How this research integrates with education: Discuss how this project can be used in educational settings, either through curriculum development, workshops, or by providing a learning opportunity for students. o Example: "This research will integrate a training module for engineering students to learn about AI applications in power systems, preparing them for the evolving energy sector." 1.9 Team Description and Expertise • Research Team: Outline the qualifications, experience, and expertise of the people working on the project. o Example: "The team will consist of Prof. X, an expert in machine learning, and Dr. Y, an electrical engineer specializing in power systems optimization." 1.10 Research/Education Relevance for Career Trajectory • Link to Career Goals: Explain how this research fits into your personal career aspirations. Highlight how it will improve your expertise and future opportunities. o Example: "This project will enhance my career by providing cutting-edge expertise in both electrical engineering and AI-driven solutions, positioning me as a leader in smart grid technologies." 1.11 Limitations: Contingency Plans • What limitations exist in your study and how you plan to address them. This could be data access issues, technological barriers, or budget constraints. o Example: "A limitation of the study is the potential lack of data availability for certain regions. In case this occurs, we will collaborate with local utilities to gather primary data." 1.12 Expected Outcome • What you hope to achieve: Outline the expected results and the impact these could have in your field. o Example: "We expect the results to demonstrate that AI-driven models can predict energy demand with 80% accuracy, reducing load shedding incidents by 30%." 1.13 Definition of Successful Project • How success is measured: Define the benchmarks or metrics you will use to assess whether your project was

successful. o Example: "Success will be measured by the implementation of an AI-powered energy management system in at least one city, alongside a quantitative reduction in load shedding incidents." 1.14

Distribution/Delivery Time Research • Timeline: Provide an estimated timeline for the research, including major milestones and deadlines. o

Example: "The project will be completed within 12 months, with the literature review and data collection in the first 3 months, followed by model testing and analysis." 1.15 Measurement of Results • How results

will be measured or evaluated: Describe how you will validate the outcomes of your project. o Example: "We will measure the success of the AI model by comparing predicted demand against actual energy usage, and we will use feedback from utility companies to evaluate its impact on load shedding." Additional Recommendations for Success: •

Ensure Consistency: Keep the focus on how each section supports your overall research goal. • Link Theory to Practice: Keep the connection

between theory and practical applications clear. How will this research have real-world impact? • Iterate and Review: Always have a review process for each section, especially for the literature and hypothesis, to

ensure everything aligns. Portfolio Management System (EPMS) in the Technical and Vocational Training Corporation (TVTC). Based on the information you provided, here's a concise summary of Chapter 1:

Summary of Chapter 1 The study explores the adoption of an e-Portfolio Management System (EPMS) in TVTC using the Technology Acceptance Model (TAM). It focuses on three key factors—Technology, Organization, and Environment—which significantly impact EPMS adoption. • Key

Factors Influencing Adoption o Technological Factors: System quality, perceived ease of use, and usefulness. o Organizational Factors:

Management support, financial backing, and training. o Environmental Factors: Government regulations, cloud computing, and big data

infrastructure. • Research Methodology The study used quantitative analysis, employing statistical software for hypothesis testing. Survey

data was collected to assess adoption intention, user experience, and performance impact. • Findings & Contributions o 43% of variance in

adoption was explained by the studied factors. o Theoretical and practical contributions include understanding EPMS's impact on education and

employer performance. o Research limitations highlight the study's focus on institutional adoption rather than private sector use. • Future

Recommendations Further research is needed to explore EPMS adoption across different institutions, evaluate long-term effects, and consider

emerging technological advancement Project Summary: Assessment & Certification in TVET

- Reasons for Irregularities in Submissions & Dismissals
 - Lack of proper documentation in assessment submissions.
 - Issues related to institutional filing, dismissal procedures, and compliance with assessment guidelines.
 - Security and policy concerns regarding cloud-based documentation and electronic portfolio systems.
- Institutional & College Assessment Structure
 - Timeframes: Weekly schedules for trade theory, engineering science, and other vocational subjects.
 - Certifications & Courses: Includes NATED certificates, diploma programs, and specialized trade tests.
- Assessment & Examination Procedures
 - Critical assessment processes for engineering, electrical, industrial, and trade-related exams.
 - Evaluation of students through task-based assessments, theoretical exams, and portfolio reviews.
 - Use of Integrated Continuous Assessment System (ICASS) for lecture-based programs.
- Regulatory & Compliance Framework
 - Adherence to educational policies, regulatory standards (EIC, SABS, TVET frameworks).
 - Issues related to licensing, compliance enforcement, and trade examination policies.
 - Security and verification measures for assessment records and trade certification.
- Trade-Specific Theoretical & Practical Components
 - Subjects Covered:
 - o Mathematics & Science: Algebra, calculus, physics, trigonometry.
 - o Engineering & Trade Skills: Electrotechnology, industrial electronics, system design.
 - o Practical Training: Workshops, industrial placements, and apprenticeship models.
 - Verification & Quality Control:
 - o Ensuring data accuracy in assessment documentation.
 - o Implementing cost-effective and functional assessment models.
- Technological Integration & Future Considerations
 - Implementation of cloud computing, automation, and database management for assessment tracking.
 - Consideration of alternative assessment technologies to improve learning outcomes.
 - Need for better synchronization and digital transformation in TVET education.

Project: Assessment & Moderation Framework in Technical Colleges (TVET)

- Formal Instruction & Assessment Structure
 - Covers N1–N6 technical programs.
 - Trimester-based system:
 - o 46–49 lecture days, with tests in weeks 2–4 and 5–8.
 - o 75–78 lecture days with term-based assignments & exams.
 - Competency levels:
 - ♣ 5–6: Competent
 - ♣ 6–8: Highly Competent
 - ♣ 9–10: Excellent Competency
- Assessment & Examination Procedures
 - Pre-Assessment Moderation:
 - o Ensuring fairness, validity, and alignment with syllabus.
 - o Responsibilities assigned

to HODs, senior lecturers, and moderators. o Mark allocation and competency levels clearly defined. • Marking & Moderation Process: o Re-marking & Variance Checks to ensure fairness. o Errors in marking totals corrected. o Quality control: Mark scripts randomly selected for moderation. 3. Examination Moderation & Validation • Tasks Evaluated: o Subject content alignment with syllabus. o Conceptual level per question. o Technical accuracy and layout. o Question distribution aligned with Bloom's Taxonomy. o Bias checks (gender, culture, etc.). o Use of appropriate technical language. • Assessment Tools: o Rubrics & Marking Guidelines prepared. o Alternative responses considered where applicable. o Student performance analyzed for future improvements. o Past question papers, worksheets, and tutorial support materials included. 4. Compliance & Record-Keeping • ICASS (Internal Continuous Assessment) Compliance: o Irregularity Register for missing or disputed marks. o Detailed records of student performance over assessment cycles. o Evidence of internal moderation, feedback, and corrective actions. • Lecturer & Moderator Responsibilities: o File must contain: ♣ Subject syllabus, teaching plan, lesson plans. ♣ Assessment schedules, test papers, rubrics. ♣ Evidence of additional student support. ♣ Minutes of subject meetings on assessment. 5. Final Assessment & Certification • Final ICASS mark weighting (e.g., 30% of total mark). • Conversion process for trimester marks. • Record of student pass/fail rates. • Periodic validity checks for assessment policies. • Assessor qualifications (ETDP SETA certification required). 6. Assessment Methods & Evaluation • Types of Assessments: o Short responses, extended responses, practical tasks. o Tasks aligned to real-world industry requirements. o Health, hygiene, and safety practices included in training. o Time management & efficiency evaluation in practical assessments. • Rubric-Based Assessment: o Clear weighting & criteria. o Evaluation based on competency demonstration. o Final validation of ICASS & external exam marks

Key Takeaways: 1. Structured TVET assessment framework covering all aspects from lesson planning to final certification. 2. Emphasis on moderation, fairness, and compliance with educational policies. 3. Systematic record-keeping to track student progress and ensure transparency. 4. Integration of industry-relevant skills in practical assessments. 5. Continuous improvement model through post-assessment analysis and review

Higher Education Assessment & Qualification Framework 1. Regulatory & Qualification Structure • SAQA

(South African Qualifications Authority) Registration o National framework for regulatory qualifications in technical education. o Awarding of Diplomas & Certificates (Level 1–4). o ID Numbers recorded for all students & learners. o Academic transcripts & credit equivalency (50% minimum requirement). o Accreditation & certification tracking based on coursework & assessments.

2. Student Records & Documentation • Registration & Tracking System o ID | Name | Year of Qualification | Course Attendance | Exam Records o Documents submitted include: ♣ Academic transcripts ♣ Attendance records ♣ Exam participation logs o Performance tracking across trimester/semester periods. • Periodic Record Submission o Monthly entry with 2-week lecture cycles. o Student performance logs, term assessments, and exam attendance.

3. Assessment & Competency Evaluation • Types of Assessments: o Class Tests, Homework, Research Projects, Practical Exercises. o Portfolio of Evidence (PoE) for hands-on technical competency. o Diagnostic evaluation (Internal & External). o Final examinations based on competency-based assessment. • Competency & Grading Criteria o Low competency: Needs improvement. o Competent: Meets minimum requirements. o Highly competent: Above standard. o Excellent competency: Exceptional performance. • Assessment Methods: o Cognitive Evaluation: Theoretical and practical knowledge. o Technical Skill Assessment: Engineering & electrical practical tests. o Final Practical & Theory Exams: Compliance with syllabus.

4. Technical & Engineering Subject-Specific Assessments Electrical Engineering Practical Evaluations • Measurement & Analysis: o Static load analysis o Kinematic level tests o Power and momentum assessments • Electrical Circuit & System Testing: o Diode, rectifier, thyristor, transistor testing. o AC/DC motor operations, transformer efficiency. o Power factor testing, resistance, capacitance, and voltage analysis. o PCB circuit analysis, semiconductor behavior, and calibration. • Evaluation Metrics: o Nominal values o Min/Max values o Power output (kWh, kW, V, A, W) o Efficiency & load capacity

Mechanical & Power Systems Testing • Operational Testing: o Turbine, generator, transmission system evaluations. o Circuit breaker security and insulation checks. o Load distribution & electrical panel safety tests. • Engineering Drawings & Project Evaluations: o Orthographic projections & CAD-based designs. o Component assembly and compliance testing. o Reciprocal load testing and mechanical force analysis.

5. Compliance & Moderation Framework • Regulatory Compliance Checks o SAQA qualification audits.

o Internal and external moderation reports. o Engineering safety and hazard compliance tests. • Assessment & Moderation Procedures o Pre-assessment validation: Ensures syllabus alignment. o Post-assessment moderation: Quality control of grading. o Exam verification & irregularity register management. • Final Certification & Licensing o Final moderation of all student assessments. o Issuance of Diplomas & Certificates. o Accreditation by national regulatory bodies. Project: Inspection & Qualification Framework in Education

1. Introduction

This project aims to evaluate the inspection, qualification processes, and irregularities in the education sector, focusing on student certification, assessment, and institutional oversight.

2. Key Issues Identified

2.1 Human Resource & Certification Challenges

- Irregularities in student certification and total student count.
- Finalization of student academic records in both basic and higher education.
- Intellectual property issues in student records and academic publications.
- Discrepancies in school-leaving numbers and vocational training development.
- Private institution oversight and non-reported technical assessments.

2.2 Examination & System Integrity Problems

- Disqualification of students due to lack of integrity in assessments.
- Unregistered learners and teaching resources affecting the academic process.
- Limited space and infrastructure in technical schools.
- Failure in certificate issuance and distribution system.
- Delays in recruitment and unresolved administrative issues.

2.3 Abstract: Policy & Compliance Issues

- Gaps in school-leaving policies and diploma issuance.
- Retention and dissemination system failures.
- Market demand vs. actual certification completion rates.
- Inefficiencies in subject assessment and academic tracking.

3. Research Hypothesis

The study hypothesizes that inefficiencies in education system oversight, technical qualifications, and regulatory compliance lead to irregularities in assessment, certification, and school-leaving procedures.

- Education technology remains underutilized in monitoring student performance.
- Vocational education lacks structured assessment and evaluation frameworks.
- Examination processes suffer from systemic irregularities and lack of enforcement.
- Regulatory compliance and inspection remain weak, affecting student certification.
- School timetable mismanagement leads to conflicts in exam scheduling and registration.
- Lack of transparent reporting in education governance structures.

4. Data Analysis & Findings

4.1 Student Certification & Examination Irregularities

- Many students are not registered on time, leading to disqualification or

delays. • Certification processing issues affect final qualifications and workplace readiness. • Irregular scheduling of exams results in student disqualification. • Non-compliance with school certification frameworks affects national education quality.

4.2 Institutional Oversight & Administration

- Lack of inspection reports and poor record-keeping.
- Insufficient tracking of students who leave school without certification.
- Fee support structures for students remain unclear or inconsistent.
- Frameworks for regulatory school governance require improvement.

5. Recommendations & Implementation Plan

5.1 Strengthening Regulatory Frameworks

- Improve data registration systems to track student progress and certification.
- Enhance compliance and oversight to prevent irregularities in exams and assessments.
- Reinforce quality control in issuing diplomas and vocational certificates.
- Implement national guidelines to prevent academic fraud and disqualification issues.

5.2 Addressing School Infrastructure & Resource Allocation

- Increase government support for private and public technical schools.
- Allocate more resources for vocational education to meet industry demands.
- Ensure examination timetables align with national academic policies.

5.3 Improving Inspection & Assessment Procedures

- Regular external and internal audits of assessment processes.
- Transparency in school governance through digital tracking and automated reports.
- Strengthening inspection teams to enforce compliance with education laws

6. Conclusion

This project highlights the challenges in student certification, exam integrity, and school governance. By implementing better regulatory frameworks, improving assessment oversight, and ensuring compliance, the education sector can enhance transparency and credibility in qualification process

----- Project: Experimental Awareness System & Backlog Management in Qualification Processes

1. Purpose

The objective of this project is to develop a structured, multi-sector academic system that enhances qualification recognition, educational inspections, and backlog management in technical, vocational, and higher education institutions.

2. Operational Framework

2.1 Purpose & Methodology

- Operational Steps: Research and assessment of existing qualification frameworks.
- Knowledge Verification: Inspection of teacher, learner, and institutional compliance.
- Regulatory Framework: Implementation of progressive qualification policies.
- Time Management: Timetable structuring, examination scheduling, and backlog resolution.
- Authority Oversight: Strengthening

SAQA and institutional compliance. 2.2 Qualification and Examination Process • Certification Scaling: o 100 Marks | 400 Marks | Subject-based learning & scaling modules. o Semester-wise qualification assessment. o Final research & lesson planning. • Examination Criteria: o Operational Testing: Engineering modules, trade assessments, and practical evaluations. o Evaluation Levels: Internal & external assessments, yearly performance analysis. o Trade Theory & Practical Application: Electrical, Civil, and Engineering disciplines. o Finalized Score Processing: Student attendance, coursework submission, and final assessment. 3. Engineering and Vocational Education Assessment 3.1 Practical Module Implementation • Experimental Testing & Evaluation: o Electrical & civil engineering case studies. o Tools assessment for electrical circuits and industrial operations. o Research-based project implementation. • Skill-Based Learning Integration: o Machine Learning in skill assessment & qualification automation. o Database Processing for real-time student records & performance tracking. o Trade & Vocational Training for alternative learning pathways. 3.2 Inspection & Regulatory Compliance • Inspection Mechanisms: Academic Master Review, Institutional Oversight, Qualification Verification. • Systematic Review of Educational Frameworks: o Evaluation of trade theory practical knowledge. o Competency-Based Training Assessment (CBTA). Scaling of learning modules and credit-based qualification awarding. 4. Foreign Qualification Evaluation & SAQA Compliance 4.1 SAQA & Foreign Institution Recognition • Application Processing: o Submission tracking & qualification validation timelines. o Compliance with South African NQF standards. o Documentation review & procedural transparency. • Foreign Qualification Recognition Challenges: o School-leaving qualifications must be certified by national examination bodies. o Private institutional certificates are not recognized unless validated by SAQA. o Delays in foreign qualification assessment due to transitional processes. 4.2 SAQA Regulatory Framework & Evaluation • Recognition Criteria: o Only official government-recognized institutions are valid. o March 2017 SAQA Policy Implementation sets compliance requirements. o Evaluations & refunds for rejected applications. 5. Conclusion & Recommendations 5.1 Key Issues Identified • Backlog in qualification verification and certification issuance. • Irregular examination scheduling and poor inspection oversight. • Non-compliance with SAQA and international academic standards. • Inadequate data tracking for students and institutions. 5.2

Proposed Solutions • Implementation of automated tracking systems for student progress & certification. • Expansion of SAQA compliance guidelines for foreign qualifications. • Digital transformation of trade and vocational training assessments. • Stronger oversight on private and public educational institutions • -----

----- Project 9:

DHET, SAQA, QCTO Scope in Teaching & Learning (2020-2025) 1.

Introduction & Framework This project outlines a teaching and learning plan (2020-2025) under DHET, SAQA, and QCTO for TVET colleges, universities, and training institutions. It focuses on trade examinations, assessment frameworks, policy implementation, and skill-based learning in engineering and vocational education. 1.1 Key Stakeholders •

Institutions: DHET, SAQA, QCTO, Umalusi, St. Peace College •

Participants: o Lecturer: Prof. [Name] o Student Name: Tshingombe o

Facilitator: [Name] o Moderator: [Name] o Assessor: [Name] 2. Teaching

& Learning Plan Framework 2.1 Examination & Assessment Structure •

National Trade Examination (DHET, SAQA-aligned) • Internal & External

Exam Marking & Moderation • Semester-based Assessments (1st, 2nd,

3rd term) • Diploma & Vocational Qualification Standards (NN Diploma,

NCV, NQF Levels 7-9, Master's Degree) • Portfolio of Evidence (PoE) &

Textbook Learning Modules Assessment Methods: • Self-assessment,

peer assessment, lecturer assessments, and group assignments •

Evaluation criteria for trade exams, practical applications, and written

tests 2.2 Objectives of the Plan • Ensuring compliance with DHET & SAQA

frameworks • Aligning with NQF levels for diploma and degree

certifications • Implementing structured policies for trade assessments

and qualification recognition • Facilitating examination criteria for

engineering & vocational subjects • Improving student qualification

processes & industry alignment 3. Implementation & Monitoring 3.1

Philosophy & Approach in TVET Teaching • TVET College Learning

Strategy: o Annual & semester-based reporting of student progress o

Structured classroom, workshop, and industrial training o Integration of

advanced and basic engineering principles o Peer and lecturer evaluation

mechanisms o Quality assurance reporting for exams, practicals, and

theoretical assessments • Practical Learning Methods: o Workshop-based

learning for electrical, civil, and mechanical engineering o Hands-on

circuit building, machine operations, and practical diagnostics o Real-

world industry exposure through internships and trade apprenticeships

3.2 Key Delivery Areas • Internal & External Certification Requirements • Weightage Distribution: o Classwork & Tests: 40% o Final Exam & Practical Assessments: 60% • Evaluation & Trade Testing Criteria 4. Occupational Qualification & QCTO Trade Testing 4.1 Purpose of QCTO-Aligned Trade Tests • Trade Testing for Electricians, Engineers, and Technical Fields • Accredited Licensing & Certification Compliance • Readiness Assessments & Workshop Evaluations • Practical & Theoretical Competency Testing Assessment Categories: 1. Phase 1: Basic Electrical Systems (Circuitry, Wiring, Safety) 2. Phase 2: Advanced Engineering Applications (Motor Control, Transformer Testing) 3. Phase 3: Industrial Trade Skills (Diagnostics, Installation, Testing) 5. SAQA Qualification Framework & Compliance 5.1 SAQA Certification Requirements • SAQA-Approved Qualification Submission • Compliance with South African NQF Frameworks • Trade Licensing & Recognition of Prior Learning (RPL) 5.2 Trade-Specific Learning & Evaluation • Electrical Trade: Installation, Testing & Diagnostics • Mechanical Trade: Fabrication, Machine Operations, Structural Engineering • Engineering Fundamentals: Resistance, Parallel/Series Circuits, Power Systems 6. Research & Industry Alignment 6.1 Industry Collaboration & Job Placement • Industry-Specific Training: Eskom, City Power, Engineering Firms • TVET Apprenticeship Program: Licensing for trade professionals • Workplace Experience & Job Readiness 6.2 Project-Based Learning & Research Development • Advanced Engineering Research: Circuit Design, Automation, Industrial Systems • Bridge Construction & Stability Analysis • Curriculum Development in Emerging Technologies 7. Conclusion & Recommendations 7.1 Key Findings • Gaps in SAQA & QCTO Qualification Recognition • Need for better regulatory alignment & industry collaboration • Inconsistencies in trade testing assessments & backlog management 7.2 Proposed Solutions • Stronger Monitoring & Evaluation of Teaching & Learning Plans • Alignment of Industry Needs with Vocational Education Curriculum • Automated SAQA & DHET Qualification Processing to Reduce Backlogs • Expansion of Practical-Based Assessments in Trade Testing • -----

----- Project 9: DHET, SAQA, QCTO - Engineering, Mining, and Trade Examination Framework 1. Introduction This project outlines the education, examination, and qualification framework in mining, engineering, and technical trades under DHET, SAQA, QCTO, and SETA accreditation

bodies. It addresses national trade examinations, safety regulations, and professional certification for learners pursuing careers in mining, electrical engineering, and industrial trades.

2. Purpose & Objectives

2.1 Purpose of National Trade Examination in Mining & Engineering

- Ensure safety, health, and compliance in mining operations
- Assess AC/DC mining machinery and explosion risk management
- Address trade discrimination issues in mining & labor policies
- Establish stable engineering practices in bridge construction, mechanical systems, and psychomotor job analysis
- Develop functional skills in students through real-world applications

2.2 Engineering Learning Objectives

- Understand structural stability in bridge design, movement, frequency, and force distribution
- Learn vector functions & gradient applications in machine operations
- Analyze trade tools, assessment criteria, and engineering frameworks
- Improve didactic processes and learning methodologies in mining & electrical engineering
- Enhance student knowledge through Fourier analysis, control systems, and signal processing

3. Teaching & Learning Framework

3.1 Engineering Education & Practical Learning Modules

- Mining Safety Regulations & Industrial Policy Compliance
- Bridge Construction & Mechanical Systems Analysis
- Psychomotor Skill Development in Engineering Trades
- Trade-Specific Learning in Electrical, Civil, and Mining Engineering
- Fourier Control & Signal Processing in Industrial Applications

Assessment & Examination Plan:

- Classwork & Test Evaluations: 40%
- Practical & Theoretical Trade Examinations: 60%
- Peer, Self, and Lecturer Assessments
- Workplace Experience Integration (DHET vs SETA vs SAQA)

4. Implementation & Monitoring

4.1 DHET vs SAQA vs QCTO Qualification Standards

- Mining Engineering vs National Trade Examination Framework
- SAQA Accreditation for Mining & Industrial Safety Courses

4.2 Trade-Specific Training & Licensing

- Mining Trade Testing in AC/DC Machinery
- Bridge Stability Testing & Periodic Maintenance
- Manufacturing Standards & Machine Testing
- National Trade Licenses & Council Regulations

5. Advanced Engineering & Research in Education

5.1 Research Topics in Trade & Engineering Learning

- Industrial Machinery Safety & Compliance
- Mining Equipment Testing & Trade Licensing
- Fourier Analysis in Engineering Signal Processing
- Education Technology & Student Management Systems

5.2 Student Information System (SIS) in Education

- Digital Learning Platforms & Data Management
- Enhancing

Teacher-Student Collaboration • Improving Academic Assignment Tracking & Performance Monitoring 6. DHET, SETA, SAQA Accreditation & Compliance 6.1 National Trade Certification & Qualification Framework • DHET vs SAQA vs SETA Accreditation Differences • Trade Licensing for Engineering & Mining Professionals • QCTO & SETA Assessment for Vocational Learning 6.2 Practical Application in Industry • Mining Equipment Testing & Trade Qualification • Psychometric & Intelligence Testing for Trade Certification • Advanced Trade Skill Development & Certification 7. Conclusion & Recommendations 7.1 Key Findings • Need for stronger alignment between DHET, SAQA, and SETA trade certifications • Better integration of theoretical & practical trade examinations • Industry collaboration for better workplace training & licensing 7.2 Proposed Solutions • Improved student information systems for tracking assessments • Increased focus on industrial training & job placement • Enhanced qualification framework for trade-specific education Project Report: Electronics Support & Engineering Education Project ID: EN0292272UD Author: [Your Name] Date: 17 September 2024

1. Introduction This report provides an overview of my electronics project, academic qualifications, certifications, and technical skills development. The project is focused on engineering, electrical systems, ICT support, and Google Cloud-based education platforms. 2. Project Scope & Objectives 2.1 Scope of the Project • Develop electrical engineering and electronics-based experimental projects • Utilize Google Cloud, Google Database, and Google Wallet for project management • Apply machine learning and AI tools in electronics research • Work with ICT and cybersecurity applications in engineering 2.2 Objectives • Enhance practical skills in electrical engineering • Integrate digital tools for engineering education • Implement ISO 37301 compliance principles in project execution • Complete job assessments, certification programs, and skill-based training 3. Certifications & Learning Progress 3.1 Google Certifications & Training • Google Database & Engineering System (ID: 3388000000022260070) • Google Cloud & ICT Academic Training • Google Excel & Data Management • Google Wallet Profile Training & Online Transactions 3.2 Alison Certifications & Diplomas • Graduate Certificate Profile (ID: 31136901) • Diploma in MS Project for Civil Engineering (94%) • Security Guard & CCTV Monitoring (92%) • Diploma in Electrical Technology & Engineering Theory • ISO 37301:202@ Compliance Principles • Basic & Advanced Security Guard Training •

Diploma in Solar Energy Engineering • Diploma in Electrical Studies 3.3
 CPD Certifications & Job Assessment • Certificate in Job Assessment &
 Career Readiness • CPD Master Training in Electronics & ICT Support •
 Resume Building & Workplace Readiness 4. Learning Management
 System (LMS) Overview • 6-Month Learning Plan • Self-Enrollment in
 Engineering & Electronics Courses • Total Assignments & Certifications
 Completed: [Update if applicable] • CPD & Career Development Progress
 5. Experimentation & Technical Requirements 5.1 Experimental Projects
 & Lab Work • Electronics Circuit Design & Prototyping • Power Systems &
 Solar Energy Integration • CCTV Monitoring & Security System
 Implementation • ISO Compliance in Engineering Projects 5.2 Technical
 Skills & Tools • Google Cloud & ICT Integration • Database Management
 & Online Learning Platforms • Electrical Engineering Tools & Software
 Applications 6. Conclusion & Future Goals This project combines
 engineering education, digital learning platforms, and practical
 electronics experiments. Moving forward, the focus will be on enhancing
 technical skills, completing certifications, and applying learned
 knowledge in real-world engineering challenge Project Title:
 UCPD/College and University Distance NATED Internal/External - SAQA
 Institutes Foreign Record DHET 1. Project Background: This project aims
 to examine the integration of distance learning and internal/external
 academic records for TVET colleges and universities, with a specific focus
 on meeting the national curriculum standards, awards, and certification
 requirements. The project will address the gap in how foreign records are
 evaluated and integrated into the local framework (DHET) for engineering
 studies. 1. Development of the Curriculum A detailed review of trade
 diploma and certificate programs that meet national qualification
 requirements (SAQA, DHET). The curriculum development process for
 TVET qualifications will be explored, focusing on ensuring the eligibility
 for learners both from internal and external systems. 2. Addressing Gaps
 in National Curriculum Requirements This includes reviewing subject pass
 rates, module evaluations, and the permissibility of extensions for
 learners in specific circumstances. 3. Travel and Training Implementation
 Investigating potential travel and training partnerships with institutions
 like St. Peace College and SITA to facilitate learner outcomes across
 borders. 2. Research and Value Award Process: The focus of this phase
 will be on the eligibility process for awards and certifications, as well as
 the research supporting the development of a flexible system for learners

with irregular academic histories or those who need additional support. • Value of Research Support Ensuring research is conducted into the best methods for supporting learners with backlogs and those requiring additional time to complete their studies (especially for external students). • Proposed Eligibility Award Process Introducing and formalizing an award process that validates the qualification of learners across different systems, focusing on fair evaluation and inclusion. 3. TVET Forum and International Collaboration: Your project aligns with the UNESCO UNEVOC initiative for global TVET community collaboration. The proposed virtual conference and knowledge-sharing platforms aim to bridge the gap between various TVET institutes, government partners, and the industrial sector. The goal is to create a network that is flexible, responsive, and well-equipped to address future labor market demands. • TVET Forum Participation As part of the TVET forum network, the project will connect with global discussions on the future of TVET education, career development, and the integration of digital tools to meet the needs of the existing workforce. 4. Focus Areas: • TVET Implementation and Regulatory Frameworks: This includes working with SAQA, DHET, and other relevant bodies to develop a clear framework for the management and assessment of TVET qualifications and accreditation standards. • Support for Backlogged Learners: A critical component of the project is supporting students who have fallen behind due to irregularities in assessment and ensuring that their qualifications are valid and relevant in the global workforce. • Industry Collaboration: Partnerships with engineering companies and government departments to ensure that the curriculum meets industry standards and that students have access to real-world training opportunities. 5. Conclusion: This project will focus on developing a comprehensive framework for integrating distance learning, NATED qualifications, and international recognition within the broader context of engineering education. By collaborating with institutions like UNESCO UNEVOC, St. Peace College, and SITA, the project aims to meet future global workforce demands by upskilling and reskilling individuals across different sectors. Eskom: Company Overview • Company Info: Eskom is a major utility company responsible for electricity generation, transmission, and distribution in South Africa. • Leadership: The company operates under leadership that prioritizes sustainability and community development (CSI). • Sustainable Development: Eskom emphasizes renewable energy and sustainable practices across its operations. • Media Room: Eskom provides updates

and information through various media outlets. Key Focus Areas •

- Electricity Generation: Eskom's core function, including new builds and transmission development plans.
- Energy Management: Integrated Demand Management (IDM), water heating programs, and energy advice.
- Renewable Energy: Eskom is focusing on increasing its share of renewable energy sources.
- School of Welding: Eskom initiatives for training and skill development in the energy sector.

Employment and Career Development •

- Employment Opportunities: Eskom has various programs such as the Engineer in Training, Senior Technician, and Advisor Application roles, especially in electrical engineering, substations, and generation fields.
- Professional Development: Opportunities for career growth, technical training, and internships are emphasized in Eskom's employment structure.
- Vacancies: Eskom regularly posts available positions across its various departments.
- Training Programs: The company provides development programs to enhance employee skills and promote sustainability in the energy sector.

Personal Information Template (for Project Use) •

- Education: Outline qualifications, institutions, and years of study. For instance:
 - o Qualification: Electrical Engineering (Degree/Diploma)
 - o Institution: [Institution Name]
 - o Year of Completion: [Year]
 - o Rank: [Rank if applicable]
 - o Time Taken: [Number of years]
- Professional Registration: Mention any certifications or engineering registration with relevant bodies (e.g., Engineering Council of South Africa).
- Employment History: List prior roles, responsibilities, salary ranges, and reasons for leaving

Research Aims and Objectives

1. Exploring the Effectiveness of Internal Continuous Assessment (ICA):
 - o Understanding how lecturers perceive and implement ICA in TVET colleges.
 - o Investigating the challenges faced by lecturers and students in relation to ICA (e.g., lack of infrastructure, equipment, and resources).
2. Stakeholder Influence:
 - o The influence of various stakeholders (e.g., regulatory bodies, institutions, and learners themselves) on the assessment process.
 - o How the policies of regulatory bodies like the Department of Higher Education and Training (DHET) affect the implementation of ICA in TVET colleges.
3. Lecturer Experience:
 - o Gathering insights from lecturers about their teaching practices and the assessment styles they adopt to cater to diverse student needs.
 - o Investigating whether lecturers believe the curriculum and assessments are relevant to students' future careers, especially in the context of computer practice.
4. Student Perception:
 - o Understanding how students perceive the internal assessment process and whether they find it

demotivating, especially when they don't see the relevance of assessments to their future career goals. o Exploring reasons for irregular attendance and low motivation (e.g., lack of equipment, infrastructure, and Internet access).

Methodology 1. Qualitative Research: o The study will primarily rely on semi-structured interviews with lecturers to collect data about their experiences and perceptions. o A constructivist theoretical approach will be used to analyze how lecturers make sense of their assessment practices and how they cater to different learning styles.

2. Data Analysis: o Thematic analysis will be employed to identify key themes from the interviews, such as challenges in assessment, motivational factors, infrastructure barriers, and pedagogical strategies. o This will help to understand how these challenges affect the overall educational experience for both lecturers and students.

Findings and Discussion 1. Assessment Challenges: o Lack of proper training for lecturers on assessment moderation and management, as well as infrastructure issues (e.g., lack of computers, printers, and stable internet access), hinder the effectiveness of continuous assessments. o The absence of supplementary training for lecturers is also a significant issue, with many not being fully trained in assessment moderation and how to maintain consistent standards.

2. Student Motivation and Attendance: o Students often view the curriculum and assessments as irrelevant to their future careers, leading to demotivation and irregular attendance. o The lack of engagement may be due to outdated or poorly aligned course content and the absence of modern, relevant technologies in the classroom.

3. Lecturer Responsibilities and Expectations: o Lecturers are responsible for not only teaching but also for planning, implementing, and moderating assessments. The study found that some lecturers feel overwhelmed by the time constraints and the heavy workload required to balance teaching and assessment duties. o The study also highlighted that lecturers are expected to continuously monitor student progress, maintain assessment records, and administer remediation activities, but the lack of time and resources affects their ability to do so effectively.

Conclusion 1. Recommendations: o Lecturers should be provided with proper in-service training and support in assessment moderation and implementation. o Infrastructure improvements, such as providing better access to computers, printers, and stable internet, are necessary to ensure that students can fully engage in assessments. o Curriculum revisions should be made to ensure that course content and assessments are relevant to the needs of students and the demands of the job market.

2. Further Research: o The study suggests further research into student-centered approaches to assessment and the exploration of alternative forms of assessment that may better cater to diverse learning styles. By exploring these areas, this project seeks to highlight how internal continuous assessment practices can be improved in TVET colleges to enhance the learning experience for students and ensure better alignment with industry needs. Would you like help with any part of this research or need more specific details on how to proceed with the methodology?

Electrician Sector Projects and Training

1. Trade Duration & National Qualification: o Duration: 2 years for electrical trade with different semesters. o Hours & Practical Skills: ♣ Practical visits to transmission and distribution substations for 10 hours. ♣ Tasks include drawing actual circuit diagrams, assembling solar panels, and understanding the principles of power generation by solar, wind, and other non-conventional methods.

2. Practical Skills & Circuit Installation: o Overhead Domestic Service Line Installation: Erecting overhead service lines and connecting them to a 230V distribution system. o Practical Installation of Insulators: Used in low-tension (LT) lines for safety. o Circuit Breakers & Relays: Troubleshooting and repairing faults in circuit breakers, setting up current multipliers for relay operations, and testing tripping characteristics for current and short circuits. o Transmission and Distribution: Understanding line insulators, overhead poles, and methods of joining conductors.

3. Solar Power Systems & Electrical Installations: o Solar Panel Systems: Preparation of layout plans and identification of different components in solar systems. Erecting overhead lines and ensuring proper electrical connections. o Wind Power: Understanding the principles and operation of wind energy systems alongside other renewable energy sources.

4. Assessment & Industrial Visits: o Electrical work assessments, including DC voltage control circuits, alarm systems using sensors, and basic electrical principles like resistance measurement. o Industrial visits to power plants and substations to observe real-world applications of electrical systems.

5. Theory and Practical Application: o Electrical Theory: Includes learning about magnetism, electromagnetism, and using measurement instruments like multimeters. o Project Work: Involves designing circuits for various electrical applications, such as controlling motor pumps and providing emergency light solutions.

Advanced Power Engineering & Systems Projects

1. Electric Power Engineering: o SCADA Systems: Learning how power grids are managed with SCADA (Supervisory Control and Data Acquisition) systems. o

Transmission & Protection: Gaining knowledge on the protection systems for transformers and transmission lines. o Photovoltaic Power & Wind Power Systems: Investigating renewable energy sources and understanding the functioning of photovoltaic and wind power plants. 2. Fundamentals of Power Engineering: o AC, DC, and Three-Phase Technology: Understanding the basics of alternating current (AC), direct current (DC), and three-phase systems. o Generator Protection: Studying protection mechanisms for generators in the power grid. 3. Experimental Work & Research: o Measuring the Band Gap of Semiconductors: A fundamental experiment in electrical engineering, focusing on material properties. o Thermoelectric and Electromagnetic Experiments: Investigating thermoelectric effects, induction voltage, and thermodynamic cycles of heat pumps. o Magnetic Field Measurement: Using apparatus like a Teslameter to measure the magnetic field generated by current flowing through coils. Objective and Educational Aims The primary goal of these projects is to: • Equip learners with both practical and theoretical knowledge required in the electrical trade, especially focusing on electrical installations, solar power, wind power, and troubleshooting electrical systems. • Prepare students for the evolving electrical power engineering industry, providing them with the necessary skills to work with complex systems such as power grids, transmission lines, and renewable energy systems. • Foster critical thinking and hands-on skills through the completion of industrial visits, project work, and practical experiments. Key Learning Outcomes • Understanding the fundamentals of electrical power systems and their operation. • Gaining hands-on experience with real-world electrical installations and troubleshooting. • Understanding renewable energy technologies and their application in modern power generation. • Learning to use advanced measurement tools and equipment for electrical systems testing and diagnostics. Project Topic Overview: Fundamentals of Power Electronics The course structure for Power Electronics typically covers a comprehensive set of topics related to the fundamental concepts and applications of power electronics systems. Below is an outline of the course structure, with topics and key areas of study: Course Structure 1. Introduction to Power Electronics o Lecture Hours: Introduction to the field of power electronics, its significance, and its various applications in modern electrical systems. Key topics include basic principles and terminology. 2. Semiconductor Devices o Lecture Hours: Overview of different semiconductor devices used in power

electronics, such as diodes, transistors (BJTs, MOSFETs, IGBTs), and thyristors. o Key Areas: Working principles, characteristics, and applications of these devices in switching and control. 3. Review of Electrical Concepts o Lecture Hours: A brief review of essential electrical concepts such as voltage, current, resistance, power, and energy. The focus is on how these concepts relate to power electronic devices and circuits. 4. Line Frequency Diode Rectifiers o Lecture Hours: The study of basic rectification circuits using diodes, including half-wave and full-wave rectifiers, and the conversion of AC to DC power at line frequency. o Key Areas: Efficiency, output waveforms, and harmonic distortion. 5. Line Frequency Phase Controlled Rectifiers o Lecture Hours: Exploration of phase-controlled rectifiers (such as thyristor-based rectifiers) to control the output DC voltage using phase control techniques. o Key Areas: Applications in power systems and industrial control. 6. DC-DC Switch Mode Converters o Lecture Hours: In-depth study of various types of DC-DC converters such as buck, boost, and buck-boost converters. o Key Areas: Efficiency, switching frequency, and applications in power supply circuits. 7. Pulse-Width Modulation (PWM) with Bipolar and Unipolar Switching o Lecture Hours: The role of PWM in controlling switch-mode power supplies. o Key Areas: Bipolar vs. unipolar switching, voltage regulation, and modulation techniques. 8. Switch Mode DC-AC Inverters o Lecture Hours: Study of inverters that convert DC to AC, including basic topologies like square wave, sine wave, and modified sine wave inverters. o Key Areas: Power factor, efficiency, and applications in renewable energy systems like solar power. 9. Power Supply Applications o Lecture Hours: The design and application of power supplies for various uses such as industrial equipment, consumer electronics, and renewable energy systems. o Key Areas: Voltage regulation, filtering, and noise suppression techniques. 10. Motor Drive Applications o Lecture Hours: Power electronic circuits used in controlling electric motors, including DC motors, induction motors, and stepper motors. o Key Areas: Speed control, torque control, and motor drive techniques. 11. Computer Lab o Lab Hours: Hands-on sessions where students simulate, design, and test power electronics circuits using software tools such as MATLAB/Simulink or PSPICE. o Key Areas: Simulation of converters, inverters, and other power electronic devices. Power Program Lab Structure The Power Program Lab focuses on practical, hands-on experience with power electronics systems, including a variety of experiments and real-time testing of electrical equipment. • Equipment: The lab is typically

equipped with power poles, power supply units, voltmeters, oscilloscopes, and other essential measurement and testing tools. • Lab Activities:

- o Combination of Total Methods: A blend of theoretical and practical approaches to designing, testing, and troubleshooting power electronic circuits.
- o Structure and Applications: Focuses on the structure of power electronics systems, including converters, inverters, and motor control applications.

Key Lab Topics:

- DC-DC Converters: Designing and simulating buck and boost converters for voltage regulation.
- Inverter Testing: Testing and measuring the efficiency of DC-AC inverters.
- Power Supply Systems: Building and analyzing regulated power supplies and their performance.
- Motor Drive Systems: Designing and testing variable-speed motor control circuits using PWM.

Learning Outcomes By the end of this course, students should be able to:

- Understand and apply semiconductor devices for switching and rectification.
- Design and analyze rectifier and converter circuits for different power electronic applications.
- Implement PWM techniques for controlling power supplies and motor drives.
- Gain practical experience in laboratory-based simulations and real-world power electronics applications.

1. Magnetism and Electromagnetism (Biot-Savart Law) In the lab, you'll encounter experiments that involve magnetic fields produced by electric currents. One of the most relevant laws for this purpose is the Biot-Savart Law, which gives the magnetic field generated by a small current element.

Biot-Savart Law: The law is mathematically expressed as:

$$d\mathbf{B} = \frac{\mu_0}{4\pi} \frac{I d\mathbf{l} \times \mathbf{r}}{r^3}$$

Where:

- \mathbf{B} is the magnetic field at a point,
- μ_0 is the permeability of free space,
- I is the current,
- $d\mathbf{l}$ is the infinitesimal length of the current element,
- \mathbf{r} is the unit vector pointing from the current element to the point where the field is being calculated,
- r is the distance from the current element to the observation point.

This equation helps calculate the magnetic field produced by a current-carrying conductor at any point in space. When you're dealing with coils and solenoids, this law becomes essential in determining how the magnetic field behaves depending on the geometry and current in the conductor.

Integral Derivation: The integral form of the Biot-Savart Law essentially sums (integrates) the contributions of all infinitesimal current elements ($d\mathbf{l}$) along the conductor to determine the resultant magnetic field at a point in space. If you have a current flowing

in a straight conductor, the magnetic field at a distance r from the conductor can be derived from this law by setting up the appropriate integration. For a straight, infinite conductor, the result would give the magnetic field as: $B = \frac{\mu_0 I}{2\pi r}$ $B = \frac{\mu_0 I}{2\pi r}$

Magnetic Field in Air Coil Experiment For your experiment involving the magnetic field of a long air coil, you're measuring the magnetic field B generated by current flowing through the coil. The objective is to understand how the magnetic field strength varies with different parameters such as current, coil length, and the number of turns.

• The magnetic field inside a long solenoid (or air coil) can be calculated using Ampère's Law: $B = \mu_0 n I$ $B = \mu_0 n I$ Where: • B is the magnetic field inside the coil, • μ_0 is the permeability of free space, • n is the number of turns per unit length of the coil, • I is the current flowing through the coil. This relationship shows that the magnetic field strength is directly proportional to both the current I and the number of turns per unit length n . The experiment involves adjusting these parameters and measuring how the magnetic field changes as a result.

3. Transformer Protection and Power Transmission In the power systems lab, you might also look at the protection of transformers and power transmission systems. In this case, experiments focus on measuring fault currents, testing protection relays, and investigating the effectiveness of protection schemes.

4. Three-Phase Systems and Transmission Line Faults In power systems, three-phase transmission lines are crucial. Faults in transmission lines (e.g., line-to-ground faults, line-to-line faults) can cause significant disruptions, and it's important to understand how these faults are managed and how protection systems respond.

5. Photovoltaic and Wind Power Systems The lab also involves studying renewable power systems like photovoltaic (solar) and wind power. These systems convert solar and wind energy into electrical power, which involves understanding the conversion efficiency, power output, and the role of inverters for efficient power generation and integration into the grid.

Experimental Procedure for Magnetic Field Measurement: In your experiment measuring the magnetic field around an air coil, the procedure involves:

- 1. Set Up:** Connect the coils to the high-current power supply and position the Tesla meter and Hall sensor at different locations around the coil.
- 2. Measurement:** Vary the current and record the magnetic field at different points along the coil using the Tesla meter. Ensure you adjust the position of the probe to capture the changes in the magnetic field.
- 3. Repeat the Experiment:** For different numbers of turns

and coil lengths, repeat the experiment to understand how the magnetic field varies with these parameters. • • • to me, tshigombekb -research -1. budget driverse | best case section 1 | | average case section 2 | | | section worst case -2. probabilitly of shipping air time |98% | |95%| | | 90% - 3. number of building permit realise 6 MBA | 2500 | |30000| | | 35000 -4 competitivd product | 7 | |8 | | |9 | | 5. Probabilitt of key suppliers performance |99%|95%| |90%

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Balance Life and Studies with AIU

tshingombe tshitadi, AIU provides flexible, self-paced programs that help you balance education with personal and professional responsibilities. Their personalized approach lets you design a learning path that fits your goals, schedule, and lifestyle, with no strict deadlines or class times.

Why Choose AIU?

- Self-paced programs to learn at your own speed
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Discover some of our programs

Postdoctoral in Behavior Analysis In Special Education - designed for professionals seeking advanced expertise in behavioral interventions within the educational field.

Masters in Curriculum Development - designed to shape visionary educators and instructional leaders.

Doctorate in Strategic Leadership - a high-level academic degree that focuses on advanced leadership skills and strategic thinking within organizations.

Bachelors in Art Education - focuses on developing skills in art instruction and creative learning to enhance the teaching of visual arts.

Academic Freedom to Discover Your Purpose

Open Curriculum Design at Atlantic International University

The **Postdoctoral in Behavior Analysis in Special Education** at Atlantic International University (AIU) is designed for professionals seeking advanced expertise in behavioral interventions within the educational field. This program equips individuals with the skills needed to apply **Applied Behavior Analysis (ABA)** techniques in special education, focusing on the development of behavior intervention plans for children with learning disabilities, including those on the autism spectrum. Through this postdoc in special education, students will explore evidence-based approaches to treating autism spectrum disorders and other developmental challenges. The program also delves into educational psychology, emphasizing effective behavioral interventions that promote positive learning outcomes. Graduates will gain expertise in designing and implementing individualized education programs (IEPs) tailored to the specific needs of students. With a focus on real-world application, this postdoctoral program for behavior intervention prepares participants to contribute meaningfully to the field of special education and the broader field of behavioral analysis.

Important: Below you'll find a summary of the subjects and fields you can delve into and engage with throughout the course of your academic journey. It's important to note that this list is neither exhaustive nor mandatory, as the graduate school programs at AIU might differ from conventional curriculum. Its main

purpose is to serve as a guiding and visual aid. Are you interested in diving deeper into the curriculum framework at AIU? Courses and Topics in Postdoctoral in Behavior Analysis in Special Education AIU's Postdoctoral in Behavior Analysis in Special Education program equips scholars with advanced knowledge and research skills in behavioral disorder and interventions for individuals with special needs. This Postdoc in Special Education focuses on Applied Behavior Analysis (ABA), emphasizing effective strategies for behavior modification and intervention in educational settings. The curriculum covers critical areas such as behavioral interventions in special education, autism spectrum disorder treatment, and educational psychology. Scholars will explore innovative techniques for addressing learning and behavioral challenges, particularly for students on the autism spectrum. This postdoc program for behavior intervention prepares professionals to lead in developing and implementing evidence-based behavioral strategies in schools and therapeutic environments. By advancing skills in behavior analysis and specialized education, our postdoctoral fellows and scholars contribute significantly to improving outcomes for students with developmental disabilities. Graduates of this program will be well-versed in the latest methodologies of behavioral science, enhancing both academic and clinical applications. • Advanced Applied Behavior Analysis (ABA) • Ethics and Professionalism in Behavior Analysis • Behavioral Consultation in Educational Settings • Advanced Concepts in Reinforcement and Punishment • Social Skills Training for Students with Disabilities • Parent and Teacher Training in Behavior Management • Behavioral Neuroscience and Learning Disorders • Data Collection and Analysis in Behavior Research • Technology-Assisted Interventions in ABA • Cultural Competency in Behavior Analysis • Behavioral Interventions for Autism Spectrum Disorder (ASD) • Single-Subject Research Design in Special Education • Functional Behavior Assessment and Behavior Support Plans • Verbal Behavior and Communication Development • Cognitive Behavioral Interventions in Special Education • Evidence-Based Practices for Challenging Behaviors • Legal and Ethical Issues in Special Education • Positive Behavior Support (PBS) Systems • Collaboration with Multidisciplinary Teams in Special Education • Innovations in Autism Spectrum Disorder Treatment • Advanced Applied Behavior Analysis (ABA): Focuses on advanced techniques and principles of ABA for behavior modification. • Ethics and Professionalism in Behavior Analysis:

Covers ethical guidelines and professional conduct standards for behavior analysts. • Behavioral Consultation in Educational Settings: Strategies for consulting with educators to implement behavior interventions in schools. • Advanced Concepts in Reinforcement and Punishment: In-depth exploration of reinforcement and punishment mechanisms in behavior change. • Social Skills Training for Students with Disabilities: Techniques for teaching social skills to students with various disabilities. • Parent and Teacher Training in Behavior Management: Programs to train parents and teachers in effective behavior management strategies. • Behavioral Neuroscience and Learning Disorders: Examines the neurological basis of learning disorders and their impact on behavior. • Data Collection and Analysis in Behavior Research: Methods for collecting and analyzing behavioral data to inform interventions. • Technology-Assisted Interventions in ABA: Utilization of technology to enhance ABA interventions. • Cultural Competency in Behavior Analysis: Understanding and addressing cultural differences in behavior analysis practice. • Behavioral Interventions for Autism Spectrum Disorder (ASD): Specific interventions tailored for individuals with ASD. • Single-Subject Research Design in Special Education: Research methodologies focused on individual subjects to evaluate interventions. • Functional Behavior Assessment and Behavior Support Plans: Techniques for assessing and addressing challenging behaviors. • Verbal Behavior and Communication Development: Strategies for developing verbal communication skills. • Cognitive Behavioral Interventions in Special Education: Integrating cognitive- behavioral approaches in special education settings. • Evidence-Based Practices for Challenging Behaviors: Identifying and implementing practices backed by research to address challenging behaviors. • Legal and Ethical Issues in Special Education: Understanding legal requirements and ethical considerations in special education. • Positive Behavior Support (PBS) Systems: Implementing comprehensive systems to promote positive behaviors. • Collaboration with Multidisciplinary Teams in Special Education: Working effectively with teams of professionals from different disciplines. • Innovations in Autism Spectrum Disorder Treatment: Exploring new and emerging treatments for ASD. Orientation Courses AIU's Postdoctoral in Behavior Analysis in Special Education program offers advanced training for professionals aiming to specialize in behavioral interventions within educational settings. This postdoctoral program equips scholars with in-depth

knowledge of Applied Behavior Analysis (ABA), with a focus on interventions for individuals with Autism Spectrum Disorder (ASD) and other developmental disabilities. The curriculum emphasizes practical skills in behavior intervention and educational psychology, providing expertise to address complex behavioral challenges in special education. Postdocs will develop and apply evidence-based techniques to improve learning outcomes for children with special needs. The program integrates the latest research in behavioral interventions in special education, allowing postdoctoral candidates to tailor interventions that meet the unique needs of each learner. Graduates of this postdoc in special education are well-prepared for leadership roles in autism spectrum disorder treatment and educational programs, making significant contributions to enhancing behavior and learning in special education environments.

- Communication & Investigation (Comprehensive Resume)
- Experiential Learning (Autobiography)
- Fundament of Knowledge (Integration Chart)
- Professional Evaluation (Self Evaluation Matrix)

The Master's in Curriculum Development at Atlantic International University (AIU) is designed to shape visionary educators and instructional leaders. This program offers a flexible and innovative distance learning format, making it ideal for professionals seeking to advance their careers or revolutionize instructional practices. The curriculum emphasizes andragogy-driven education, focusing on adult learning principles to empower educators in designing impactful and effective curricula. Core courses cover critical areas such as:

- Curriculum Theory and Design
- Instructional Strategies for Diverse Learners
- Educational Assessment and Evaluation
- Technology Integration in Education
- Andragogy and Lifelong Learning
- Educational Policy and Leadership
- Trends in Global Education

1. Curriculum Theory and Design Curriculum Theory and Design involves the principles and practices used to create effective educational curricula. It covers the philosophical, sociological, and psychological foundations of curriculum development, ensuring that educational programs meet learners' needs and societal expectations.
2. Instructional Strategies for Diverse Learners This topic focuses on teaching methods and approaches tailored to accommodate diverse learning styles and needs. It includes differentiated instruction, culturally responsive teaching, and inclusive education practices to support learners from various backgrounds and abilities.
3. Educational Assessment and Evaluation Educational Assessment and Evaluation involves methods for measuring and evaluating student

learning and educational programs. It includes formative and summative assessments, standardized testing, and the use of data to inform instruction and improve student outcomes. 4. Technology Integration in Education This topic explores the use of technology to enhance teaching and learning. It covers digital tools, educational software, online learning platforms, and strategies for effectively integrating technology into the classroom to support student engagement and achievement. 5. Andragogy and Lifelong Learning Andragogy focuses on the principles and practices of adult education. This topic emphasizes the importance of lifelong learning, self-directed learning, and the unique characteristics of adult learners, ensuring that educational programs are relevant and effective for adult students. 6. Educational Policy and Leadership Educational Policy and Leadership examines the policies, regulations, and leadership practices that shape education systems. It includes topics such as educational reform, school governance, leadership styles, and the role of administrators in promoting positive educational outcomes. 7. Trends in Global Education This topic explores current and emerging trends in education worldwide. It includes discussions on globalization, international education, comparative education, and innovative practices that address global challenges and promote equitable access to quality education. If you have any specific questions or need more details about any of these topics, feel free to ask!

Masters in Curriculum Development
School of Business & Economics
Academic Freedom to Discover Your Purpose
Open Curriculum Design at Atlantic International University
Masters in Curriculum Development Pursue excellence in education with AIU's Master's in Curriculum Development, a program designed to shape visionary educators and instructional leaders. Our Curriculum Development Master's Degree is tailored to meet the needs of professionals through a flexible and innovative distance learning format, making it one of the best master's programs in curriculum design. This online Masters in Curriculum Development emphasizes andragogy-driven education, focusing on adult learning principles to empower educators in designing impactful and effective curricula. Whether you're looking to advance your career or revolutionize instructional practices, AIU provides the expertise and adaptability to help you succeed with the best masters in curriculum design.

Core Courses & Topics: Masters in Curriculum Development
Important: Below is an example of the topics or areas you may develop and work on during your studies. By no means is it a complete or required list, as AIU programs do not follow a standardized

curriculum. It is meant solely as a reference point and example. Want to learn more about the curriculum design at AIU? Check here: [Course and Curriculum AIU's Graduate Program in Curriculum Development](#) offers a comprehensive curriculum designed to equip educators with advanced skills in instructional design and educational leadership. As part of the Curriculum and Instruction Master's track, core courses delve into critical areas such as Curriculum Theory and Design, Instructional Strategies for Diverse Learners, Educational Assessment and Evaluation, and Technology Integration in Education. The holistic program also explores topics like Andragogy and Lifelong Learning, Educational Policy and Leadership, and Trends in Global Education. This Masters in Education Curriculum Development prepares graduates to lead innovation in curriculum design while addressing the diverse needs of learners in dynamic learning theories of educational environments.

- Curriculum Theory and Design
- Instructional Strategies for Diverse Learners
- Trends and Issues in Global Education
- Educational Policy and Leadership
- Research Methods and Data-Driven Decision Making
- Designing Curriculum for Special Populations
- Equity and Inclusion in Curriculum Design
- Capstone Project in Curriculum Development

1. Curriculum Theory and Design This topic explores the foundational principles and methodologies for developing effective curricula. It includes an examination of various curriculum models, the influence of educational philosophies, and the process of aligning curricula with learning objectives, standards, and assessments.
2. Instructional Strategies for Diverse Learners This area focuses on the development and implementation of teaching methods that cater to the diverse needs of learners. It includes strategies for differentiating instruction, incorporating cultural responsiveness, and using inclusive practices to support students with varying backgrounds, abilities, and learning styles.
3. Trends and Issues in Global Education This topic examines current trends and emerging issues in education worldwide. It covers global challenges such as access to quality education, equity, the impact of technology, and the effects of globalization on educational practices and policies.
4. Educational Policy and Leadership This area delves into the policies, regulations, and leadership practices that shape educational systems. It includes the study of educational reform, governance structures, leadership theories, and the roles and responsibilities of educational leaders in promoting positive outcomes for students and institutions.
5. Research Methods and Data-Driven Decision Making This

topic focuses on the methodologies used in educational research and the application of data-driven decision-making in educational settings. It includes qualitative and quantitative research methods, data collection and analysis techniques, and the use of research findings to inform instructional practices and policy decisions.

6. Designing Curriculum for Special Populations This area addresses the development of curricula tailored to meet the needs of special populations, such as students with disabilities, English language learners, and gifted students. It includes strategies for creating inclusive and accessible curricula that provide equitable learning opportunities for all students.

7. Equity and Inclusion in Curriculum Design This topic explores the principles and practices of designing curricula that promote equity and inclusion. It includes examining systemic barriers to education, developing culturally responsive curricula, and implementing practices that ensure all students have access to high-quality education.

8. Capstone Project in Curriculum Development This is a culminating project that allows students to apply their knowledge and skills in curriculum development to a real-world setting. It involves designing, implementing, and evaluating a curriculum project, often in collaboration with educational institutions or organizations.

Orientation Courses The orientation courses in AIU's Master's in Curriculum Development program are designed to provide a comprehensive introduction to essential educational principles. Key topics include Assessment Methods, where students learn foundational techniques for evaluating student performance and curriculum effectiveness. In Teaching Techniques, learners explore diverse instructional approaches to engage students and enhance learning outcomes. Additionally, Program Evaluation focuses on analyzing and improving educational programs to ensure they meet organizational goals and learner needs. These courses establish a strong groundwork for advanced exploration in curriculum design and instructional leadership.

- Communication & Investigation (Comprehensive Resume)
- Seminar Administrative Development (Book Summary)
- Organization Theory (Portfolio)
- Seminar Cultural Development (Practical Experience)
- Experiential Learning (Autobiography)
- Seminar International Development (Publications)

1. Communication & Investigation (Comprehensive Resume) • This topic focuses on the development of effective communication skills and the ability to investigate and present information clearly and concisely. Creating a comprehensive resume is an essential part of this, showcasing your experiences, skills, and

accomplishments in a structured format that effectively communicates your professional background. • 2. Seminar Administrative Development (Book Summary) • In this topic, students engage in seminars that focus on administrative development, enhancing their understanding of organizational management and leadership. Participants are often required to summarize relevant books, providing an analysis of the key concepts and insights that contribute to administrative growth and effectiveness. • 3. Organization Theory (Portfolio) • Organization Theory examines the structure, design, and behavior of organizations. This topic involves creating a portfolio that demonstrates your understanding of different organizational models, theories, and practices. The portfolio may include case studies, research findings, and practical applications of organizational principles. • 4. Seminar Cultural Development (Practical Experience) • This seminar emphasizes the importance of cultural development within organizations and communities. It involves practical experiences that help students understand and appreciate cultural diversity, fostering an inclusive environment. Participants may engage in cultural projects, community service, or internships that provide hands-on learning opportunities. • 5. Experiential Learning (Autobiography) • Experiential Learning focuses on learning through direct experience and reflection. In this topic, students are encouraged to write an autobiography, reflecting on their personal and professional experiences. This process helps them identify key learning moments, personal growth, and how their experiences have shaped their current skills and knowledge. • 6. Seminar International Development (Publications) • This seminar explores topics related to international development, including global economic trends, sustainable development, and international policies. Students are often required to produce publications that analyze and discuss these topics, contributing to the broader discourse on international development. This may include research papers, articles, or policy briefs. • Research Projects The research component of AIU's Master's in Curriculum Development program allows students to apply theoretical knowledge to practical challenges in education. Key projects include designing and evaluating an instruction program tailored to diverse learning needs, developing innovative strategies for curriculum development, and conducting in-depth analyses of education programs to enhance student learning outcomes. As part of this master's degree program, students will also explore case studies in instructional design and create evidence-based proposals to address real-world educational

challenges. These research projects are integral to the instruction master's degree, equipping students with the skills needed to lead and innovate in graduate education settings. • MBM300 Thesis Proposal • MBM302 Masters Thesis (5,000 words) Publication – At AIU, students in the Master's in Curriculum Development program have the opportunity to contribute to academic and professional discourse through various publications. These publications often focus on topics like literacy education, innovative approaches in curriculum and instruction, and strategies to enhance student learning. By engaging in research and writing, students gain a deeper understanding of educational theories and practices, enriching their education career. Through these scholarly works, graduates with an instruction degree can showcase their expertise, offering insights into teacher leadership, curriculum design, and the impact of teaching certificates. Many students also engage in educational research, contributing to the broader field of education and furthering their professional growth. [Are You Ready to Apply for Masters in Curriculum Development at AIU? Click Here](#) Thesis Defense for Masters in Curriculum Development In the thesis defense for AIU's Master's in Curriculum Development, students demonstrate their ability to integrate advanced leadership skills into real-world educational settings. The research typically focuses on strategies to support individual students and address the unique needs of diverse learners within school systems. Students explore the effectiveness of differentiated instruction and its alignment with modern instructional theory. Many thesis projects also examine the roles of instructional coordinators in guiding curriculum changes across school districts, ensuring that educational practices meet diverse learning needs. The program offers the flexibility of AIU's virtual campus to explore elective courses that delve deeper into instructional design, allowing students to tailor their research to specific interests and professional goals. This capstone project solidifies their preparedness to lead and innovate in educational environments, shaping the future of curriculum development. Masters in Curriculum Development Student Experience The student experience in AIU's Master's in Curriculum Development program is designed to be both enriching and transformative, blending rigorous academic coursework with innovative educational practices. With the growing role of AI-driven education, students have the opportunity to explore how artificial intelligence can enhance curriculum design, instruction, and assessment. AI tools are integrated into the learning process, helping students develop advanced

skills in creating personalized, adaptive learning environments for diverse student populations. This approach empowers students to apply cutting-edge technology to real-world educational challenges, ensuring they are well-equipped to lead in the evolving field of curriculum development. Through collaborative learning, engaging assignments, and practical experiences, students gain a comprehensive understanding of how to innovate and impact education systems worldwide. Community & Social AIU's Master's in Curriculum Development program fosters a strong sense of community and social responsibility, preparing students to take on leadership roles in educational settings. The university supports students through accessible financial aid options, ensuring that they have the resources needed for successful completion of their degree. The program emphasizes personalized learning, focusing on individual students' needs to help create effective, inclusive curricula. Students also benefit from diverse learning opportunities that connect theory with practice, equipping them to meet the growing demand for skilled professionals in education. With a foundation built upon a bachelor's degree and informed by labor statistics reflecting job growth in the field, AIU ensures graduates are ready to advance in higher education or school districts. This combination of community support, academic rigor, and career preparation fosters an enriching environment for professional development and educational impact.

Doctorate in Strategic Leadership - a high-level academic degree that focuses on advanced leadership skills and strategic thinking within organizations. The Doctorate in Strategic Leadership at Atlantic International University (AIU) is designed for professionals seeking to develop advanced leadership skills and strategic thinking within organizations. This program offers a flexible and innovative distance learning format, making it ideal for individuals aiming to elevate their leadership capabilities and make significant contributions to their fields. The curriculum emphasizes a holistic approach to strategic management, integrating management theories with practical insights. Core courses cover critical areas such as:

- Organizational Behavior
- Strategic Planning
- Leadership Theory and Practice
- Risk Management
- Data-Driven Decision Making
- Leading Effective Teams

1. Organizational Behavior Organizational Behavior examines the behavior of individuals and groups within organizations. It explores topics such as motivation, leadership, team dynamics, organizational culture, communication, and conflict resolution. Understanding organizational behavior helps improve management practices and enhance workplace efficiency.

2. Strategic

Planning Strategic Planning involves setting long-term goals and determining the best strategies to achieve them. It includes analyzing the internal and external environment, identifying opportunities and threats, and formulating actionable plans. Effective strategic planning ensures that organizations can navigate challenges and capitalize on growth opportunities.

3. Leadership Theory and Practice This topic delves into various leadership theories and their practical applications. It explores different leadership styles, the role of leaders in inspiring and guiding teams, and the impact of leadership on organizational success. Studying leadership theory and practice helps individuals develop the skills needed to become effective leaders.

4. Risk Management Risk Management focuses on identifying, assessing, and mitigating risks that can impact an organization. It covers topics such as risk analysis, risk assessment techniques, and developing risk management plans. Effective risk management ensures that organizations can minimize potential negative impacts and maintain operational stability.

5. Data-Driven Decision Making Data-Driven Decision Making emphasizes the use of data and analytics to inform decisions. It includes collecting and analyzing relevant data, interpreting the results, and making evidence-based decisions. This approach helps organizations make more informed and accurate decisions, leading to better outcomes.

6. Leading Effective Teams Leading Effective Teams involves strategies for building and managing high-performing teams. It covers team dynamics, communication, collaboration, conflict resolution, and motivation. Effective team leadership ensures that teams work cohesively and efficiently to achieve common goals.

The program also includes a Capstone Project in Strategic Leadership, allowing students to apply their knowledge in real-world scenarios. AIU's approach to education is highly personalized, enabling students to tailor their studies to their specific interests and career goals.

For more details, you can explore the program Open Curriculum Design at Atlantic International University. If you are a purpose-driven individual, fueled by a desire to elevate not just your life, but also make a significant contribution to the world, our Doctorate in Strategic Leadership is your ideal destination. It is a transformative journey that meticulously prepares students for distinguished careers in managing organizational resources with the essential tools and knowledge to excel across diverse sectors – government, profit, and non-profit organizations, as well as for further academic pursuits in graduate studies. What sets our program apart is its interdisciplinary nature, which delves deep into the intricacies

of strategic management, seamlessly integrating management theories and the inherent natural processes associated with strategic leadership. This holistic approach equips you with a comprehensive understanding and practical insights, ensuring that you are well-prepared to tackle the complex challenges of today's dynamic business environment. But that's not all. Our program stands out in its flexibility, recognizing that each student is unique, with diverse interests and learning styles. Unlike other programs, we do not mandate every student to study the same subjects, use the same textbooks, or rely on identical learning materials. Instead, we offer a tailored educational experience that respects and nurtures your individuality. Courses and Topics in Strategic Leadership Our courses are meticulously crafted to provide you with a comprehensive understanding of the strategic leadership landscape, preparing you to excel in your professional endeavors. From in-depth studies of organizational behavior to the intricacies of strategic planning, our curriculum is diverse and thorough. The Doctorate in Strategic Leadership program is an intensive and comprehensive course that combines rigorous academic research with practical, real-world application. Here, we aim to develop strategic leaders who are not just proficient in theory, but are also equipped with the skills and knowledge to tackle contemporary leadership challenges head-on. So, if you are drawn to the intersection of leadership and academia, our Doctorate in Leadership offers a unique blend of practical insights and scholarly research. This program is ideal for individuals who aspire to contribute to the academic discourse surrounding leadership, with a focus on real-world application.

- Business Planning Capstone • Financial Analysis for Business Managers
- Human Resource Management • Organizational Behavior • Operations Management • Leadership Theory and Discovery • Strategic Management
- Presentation Techniques • Microeconomics • Macroeconomics • Algebra and Statistics • Business Research • Diversity in Society • Humanities • Social Science • Foundations of Business • Accounting • Microcomputer Applications • Professional Ethics • Corporate Finance • Business Law • Management • Marketing • International Business

Orientation Courses At AIU, our online Doctorate in Strategic leadership program is a dynamic and transformative journey that offers the flexibility of online learning, without compromising on the quality and rigor of the course content. Engage with top-tier faculty and a diverse community of learners, all from the comfort of your home. The program gives you the chance to engage with contemporary leadership challenges

and develop effective strategies for success. Hence, it is perfect for professionals who wish to continue their education without compromising their work commitments. It is in fact designed for senior-level professionals seeking to refine their strategic leadership skills. This program combines academic rigor with practical application, ensuring you are equipped to make a significant impact in your field. The Bachelor's in Art Education at Atlantic International University (AIU) focuses on developing skills in art instruction and creative learning to enhance the teaching of visual arts. This program offers a comprehensive curriculum designed to equip future educators with the knowledge and tools needed to inspire and educate students in the visual arts. Core components of the program include:

- Art Theory and History: Understanding the evolution and cultural significance of art.
- Instructional Strategies for Art Education: Effective methods for teaching art to diverse learners.
- Creative Learning Techniques: Encouraging creativity and innovation in the classroom.
- Classroom Management for Art Teachers: Strategies for maintaining a productive and engaging learning environment.
- Technology Integration in Art Education: Utilizing modern tools and technologies to enhance art instruction.
- Assessment and Evaluation in Art Education: Methods for assessing student progress and evaluating art projects.

The program also emphasizes hands-on experience, allowing students to practice teaching techniques and develop their own artistic skills. Graduates can pursue careers in schools, community programs, museums, or as private art instructor.

Atlantic International University (AIU) offers both a Master's and a Doctorate in Educational Technology, designed to equip professionals with advanced skills in integrating technology into educational settings.

Master's in Educational Technology

The Master's program focuses on developing professional tools necessary for creating, transmitting, and using educational content on technological platforms. Key areas of study include:

- Methodology of Technological Research
- Educational Project Planning
- Methods and Techniques of Social Research
- Epistemology
- Academic Management
- Educational Technology
- Technology and Development
- University Teaching Practice
- Social Psychology
- Curricular Theory and Practice

1. Methodology of Technological Research

This topic explores research methodologies specific to technological studies. It includes the design, implementation, and analysis of research projects involving technology, focusing on both qualitative and quantitative approaches to gather and interpret data.

2. Educational

Project Planning Educational Project Planning involves the development and management of educational projects. It covers the planning process, resource allocation, project implementation, and evaluation of outcomes to ensure the successful completion of educational initiatives.

3. Methods and Techniques of Social Research This area focuses on the methods and techniques used in social science research. It includes both qualitative and quantitative research methods, data collection techniques (such as surveys and interviews), and the analysis and interpretation of social data.

4. Epistemology Epistemology is the study of knowledge—its nature, origin, and limits. This topic explores various theories of knowledge, how knowledge is acquired, and the distinction between justified belief and opinion. It forms a foundational philosophical inquiry in many academic disciplines.

5. Academic Management Academic Management covers the administration and organization of educational institutions. It includes topics such as strategic planning, leadership, financial management, human resources, and the implementation of policies and procedures to enhance educational effectiveness.

6. Educational Technology This topic explores the integration of technology in education. It covers the use of digital tools, online learning platforms, educational software, and other technologies to enhance teaching and learning experiences. It also examines the impact of technology on education and the best practices for its effective implementation.

7. Technology and Development Technology and Development examines the role of technology in socioeconomic development. It includes the study of how technological innovations drive economic growth, improve quality of life, and address global challenges such as poverty, healthcare, and environmental sustainability.

8. University Teaching Practice University Teaching Practice focuses on the skills and methods required for effective teaching at the higher education level. It includes curriculum design, instructional strategies, assessment methods, and the use of technology to support student learning in a university setting.

9. Social Psychology Social Psychology studies how individuals' thoughts, feelings, and behaviors are influenced by the presence of others. It covers topics such as social perception, group dynamics, attitudes, stereotypes, and interpersonal relationships, providing insights into human social interactions.

10. Curricular Theory and Practice Curricular Theory and Practice examines the principles and practices involved in developing and implementing curricula. It includes an exploration of different curriculum models, alignment with educational standards, and the assessment of

curricular effectiveness to meet the needs of diverse learners. For more details, you can explore the program Core Courses & Topics: Bachelors in Engineering Important: Below is an example of the topics or areas you may develop and work on during your studies. By no means is it a complete or required list, as AIU programs do not follow a standardized curriculum. It is meant solely as a reference point and example. Want to learn more about the curriculum design at AIU? Check here: [Course and Curriculum Atlantic International University \(AIU\)](#) offers Bachelor of Engineering (BE) programs to equip students with the skills and knowledge necessary for success in the diverse engineering field. Our comprehensive curriculum covers unique and unrepeatable foundational courses such as calculus, physics, and engineering principles, while also offering specialized tracks in Civil, Mechanical, Electrical, Chemical, Computer, Environmental, Aerospace, and Biomedical Engineering. Through hands-on projects and a culminating capstone experience, students gain practical experience and develop innovative solutions of construction and engineering to real-world challenges. AIU provides the resources and support needed to thrive in your engineering career. Join us at AIU and take the first step towards a rewarding future in engineering.

- Sustainable Engineering Practices
- Data Science and Engineering
- Artificial Intelligence and Machine Learning in Engineering
- Renewable Energy Systems
- Internet of Things (IoT) Applications in Engineering
- Robotics and Automation Engineering
- Cybersecurity in Engineering Systems
- Advanced Materials and Nanotechnology
- Biomedical Engineering Technologies
- Virtual Reality and Augmented Reality in Engineering Design
- Aerospace Engineering Innovations
- Smart Cities Infrastructure Development
- Engineering Entrepreneurship and Innovation
- Quantum Engineering Concepts
- Advanced Structural Engineering Techniques
- Environmental Engineering Solutions for Climate Change
- Engineering Ethics and Professionalism in the Digital Age
- Urban Planning and Transportation Engineering
- Biomechanics and Biotechnology Applications in Engineering

Orientation Courses As students embark on their journey in engineering education, American International University (AIU) offers a range of orientation courses designed to provide a solid foundation for success in various engineering majors. These orientation courses introduce the Bachelor of Engineering program, covering essential concepts, methodologies, and relevant principles. Through courses such as Introduction to Engineering

Principles, Mathematics for Engineers, and Engineering Fundamentals, students understand the core principles underpinning their chosen Bachelor of Engineering specialization. With a focus on fostering critical thinking, problem-solving skills, and technical proficiency, these holistic orientation courses prepare students to excel in their Bachelor Engineering studies and embark on a rewarding career path in the dynamic engineering field.

- Communication & Investigation (Comprehensive Resume)
- Seminar Administrative Development (Book Summary)
- Organization Theory (Portfolio)
- Seminar Cultural Development (Practical Experience)
- Experiential Learning (Autobiography)
- Seminar International Development (Publications)

Research Projects in Engineering At Atlantic International University (AIU), our Bachelor's in Engineering degree programs offer students the opportunity to engage in cutting-edge research projects that contribute to advancements in their chosen field. Whether pursuing their studies on campus or through our online engineering programs, students have access to diverse research opportunities that allow them to explore new technologies, solve complex problems, and make meaningful contributions to the engineering field. From sustainable energy solutions to innovative materials science research, our students collaborate with faculty mentors and industry partners to tackle real-world challenges and push the boundaries of engineering innovation. Through hands-on experimentation, data analysis, and collaboration, students develop critical research skills that prepare them for successful careers in engineering and beyond.

- MBM300 Thesis Proposal
- MBM302 Bachelor Thesis (5,000 words) Publication

– At AIU, Bachelors in Engineering students, whether in mechanical engineering or electrical engineering, have opportunities to publish their academic work while accomplishing the engineering degree. These engineering program publications range from research papers to design portfolios, providing a platform for students to showcase their expertise and contribute to the engineering community. Through these publications, students refine their communication skills and prepare for successful careers in engineering.

Are You Ready to Experience AIU's Unique Educational Style? [Click Here](#)

Thesis Defense for Bachelors in Engineering As engineering students at AIU near the culmination of their academic journey, they engage in a pivotal milestone: the thesis defense. This rigorous examination serves as the culmination of their undergraduate engineering degree, showcasing their mastery of engineering courses and the application of their

knowledge in real-world scenarios. Under the guidance of faculty mentors, students develop and present their engineering designs, demonstrating their problem-solving abilities, innovative thinking, and proficiency in their chosen field. The process adheres to the standards set by the Engineering Accreditation Commission, ensuring that students meet the rigorous criteria necessary for engineering accreditation. Through the thesis defense, students validate their academic achievements and prepare themselves for the challenges and opportunities in their engineering careers.

Transform Your Future: Unveiling the AIU Student Experience for Bachelors in Engineering! AIU is committed to revolutionizing the student experience for Bachelor's in Engineering students by integrating cutting-edge AI tools into our curriculum. Through innovative platforms like ChatGPT, MidJourney, DALL-E, and PDF Assistant, we empower students to navigate complex engineering problems confidently and creatively. Whether unraveling the intricacies of industrial engineering processes or mastering the principles of solid mechanics, our students leverage these AI-powered tools to enhance their critical thinking skills and drive groundbreaking solutions. With access to real-time assistance, personalized feedback, and immersive learning experiences, AIU students are equipped to tackle the challenges of tomorrow's engineering landscape with ingenuity and expertise. Join us at AIU and embark on a transformative journey where technology meets education, and innovation knows no bounds.

Community & Social At AIU, our Bachelor's in Engineering program offers various specializations, including engineering sciences, software engineering, systems engineering, and civil engineering. Students delve into the intricacies of their chosen field, mastering concepts, methodologies, and practical applications through MYAIU, AIULINK, Merlin Media Center, AIUTV, etc. Whether focusing on software development, infrastructure design, or system optimization, AIU provides a comprehensive community-based education tailored to each student's interests and career goals. Join us to embark on a transformative journey in engineering, where innovation meets expertise and the possibilities are limitless.

Pursuing a Masters in Industrial Engineering at AIU offers a unique blend of flexibility and advanced learning tailored for the modern professional through our comprehensive distance learning platform. Our Industrial Engineering Master's Program emphasizes andragogy education, ensuring adult learners receive practical, relevant, and engaging instruction. As one of the best Industrial Engineering Master's

Programs available, AIU's curriculum equips students with the necessary skills to excel in the field. The Online Master's in Industrial Engineering provides a convenient and effective path to earning an Industrial Engineering Graduate Degree, perfect for those seeking to advance their careers without compromising their current professional commitments. Join AIU and elevate your expertise with our top-tier Industrial Engineering Master's Program.

Core Courses & Topics: Masters in Industrial Engineering Important: Below is an example of the topics or areas you may develop and work on during your studies. By no means is it a complete or required list, as AIU programs do not follow a standardized curriculum. It is meant solely as a reference point and example. Want to learn more about the curriculum design at AIU? Check [here: Course and Curriculum](#).

The Industrial Engineering MS program at AIU is meticulously designed to prepare students for successful Industrial Engineering careers. Our Industrial Engineering Graduate School offers a robust curriculum encompassing a variety of critical courses. Core courses include Operations Research, Quality Engineering, Production and Inventory Control, Human Factors Engineering, and Systems Simulation. These Industrial Engineering Courses are crafted to meet rigorous Industrial Engineering Master's Requirements and provide a deep understanding of the field. Through these specialized topics, students develop the analytical and problem-solving skills necessary for thriving in diverse industrial environments. The comprehensive and holistic education offered by AIU ensures that graduates are well-prepared to meet the demands of the industry and excel in their professional endeavors.

- Statistical Process Control
- Six Sigma Methodologies
- Quality Management Systems
- Reliability Engineering
- Supply Chain Management
- Lean Manufacturing
- Inventory Models
- Production Planning and Scheduling
- Big Data Analytics
- Ergonomics
- Cognitive Engineering
- Discrete Event Simulation
- Strategic Management
- Innovation and Technology Management
- Additive Manufacturing
- Big Data Analytics

1. Statistical Process Control
Statistical Process Control (SPC) involves the use of statistical methods to monitor and control production processes. It aims to ensure that the process operates at its maximum potential and produces products within specified quality standards. Key techniques include control charts and process capability analysis.

2. Six Sigma Methodologies
Six Sigma is a data-driven approach to improving quality by eliminating defects in any process. It involves the application of DMAIC (Define, Measure, Analyze,

Improve, Control) and DMADV (Define, Measure, Analyze, Design, Verify) methodologies to achieve process excellence and reduce variability. 3. Quality Management Systems Quality Management Systems (QMS) are formalized systems that document processes, procedures, and responsibilities for achieving quality objectives. They aim to enhance product quality and customer satisfaction through continuous improvement and adherence to standards such as ISO 9001. 4. Reliability Engineering Reliability Engineering focuses on ensuring that systems and components perform their intended functions without failure over a specified period. It includes the study of failure modes, reliability prediction, and maintenance strategies to enhance product dependability. 5. Supply Chain Management Supply Chain Management (SCM) involves the planning, coordination, and control of the flow of goods, information, and finances from suppliers to customers. It aims to optimize the supply chain to achieve efficiency, reduce costs, and improve customer satisfaction. 6. Lean Manufacturing Lean Manufacturing is a production philosophy aimed at minimizing waste and maximizing value. It involves the application of principles such as just-in-time (JIT), continuous improvement (Kaizen), and value stream mapping to enhance efficiency and reduce production costs. 7. Inventory Models Inventory Models are mathematical models used to manage inventory levels and optimize stock control. They help determine the optimal order quantity, reorder points, and safety stock levels to balance holding costs with order and stock-out costs. 8. Production Planning and Scheduling Production Planning and Scheduling involve the development of plans to ensure that manufacturing processes operate efficiently. It includes the allocation of resources, scheduling of tasks, and coordination of activities to meet production goals and deadlines. 9. Big Data Analytics Big Data Analytics involves the use of advanced analytical techniques to process and analyze large volumes of data. It aims to extract valuable insights, patterns, and trends to support decision-making and improve business performance. 10. Ergonomics Ergonomics is the study of designing workspaces, equipment, and processes to fit the human body and its cognitive abilities. It aims to enhance comfort, safety, and productivity by optimizing the interaction between people and their work environment. 11. Cognitive Engineering Cognitive Engineering focuses on understanding human cognitive processes and designing systems that support human performance. It includes the study of human factors, usability, and interface design to improve the interaction between people

and technology. 12. Discrete Event Simulation Discrete Event Simulation (DES) is a modeling technique used to simulate the behavior of complex systems over time. It involves the representation of events, processes, and interactions in a system to analyze performance and optimize operations. 13. Strategic Management Strategic Management involves the formulation and implementation of strategies to achieve organizational goals. It includes the analysis of internal and external environments, setting objectives, and developing plans to gain a competitive advantage. 14. Innovation and Technology Management Innovation and Technology Management focuses on managing technological innovation to drive business growth. It includes the development and commercialization of new technologies, managing R&D activities, and fostering a culture of innovation within organizations. 15. Additive Manufacturing Additive Manufacturing, also known as 3D printing, involves the layer-by-layer fabrication of objects using digital models. It enables the production of complex and customized products with reduced material waste and shorter lead times. 16. Big Data Analytics (repeated) Big Data Analytics (repeated) involves the use of advanced analytical techniques to process and analyze large volumes of data. It aims to extract valuable insights, patterns, and trends to support decision-making and improve business performance.

Orientation Courses Upon gaining Industrial Engineering Graduate Admission to AIU, students embark on their journey with orientation courses designed to lay a solid foundation for their industrial sector advanced degree. These initial courses include Introduction to Engineering Management, which provides insights into leadership and strategic decision-making within the industrial sector, and Fundamentals of Industrial Engineering, covering core concepts essential for advanced studies. Additionally, Research Methods and Technical Communication courses ensure that students are well-prepared for the rigorous demands of engineering management graduate studies. These orientation courses equip students with the necessary skills for diverse career paths job opportunities and enhance their job readiness, positioning them for success in various roles within the industrial sector.

- Communication & Investigation (Comprehensive Resume)
- Seminar Administrative Development (Book Summary)
- Organization Theory (Portfolio)
- Seminar Cultural Development (Practical Experience)
- Experiential Learning (Autobiography)
- Seminar International Development (Publications)

Research Projects The Masters in Industrial Engineering at AIU emphasizes a strong research focus,

integral to our academic program. Our admission criteria ensure that only the most dedicated and capable students embark on this journey. Research projects cover various topics, including optimizing production processes to meet industry standards, developing sustainable supply chain models, and advancing human factors engineering for workplace safety. These projects not only hone technical skills but also contribute significantly to professional development. Students engage in cutting-edge research that bridges theory and practice, preparing them to become leaders in the field and innovators within their respective industries. • MBM300 Thesis Proposal • MBM302 Masters Thesis (5,000 words) Publication – Students pursuing a Masters in Industrial Engineering at AIU are encouraged to contribute to the academic and professional community through publications. Leveraging the advanced knowledge gained from our comprehensive industrial engineering programs, students delve into cutting-edge research in operations research, quality management, and systems engineering. These publications showcase their industrial engineering skills and innovations, providing valuable insights and advancements in the field. By publishing their research, AIU students demonstrate their expertise as industrial engineers and significantly enhance their professional profiles. The support and resources provided by the AIU Industrial Engineering MS program ensure that students' work meets high academic standards, making substantial contributions to the global discourse in industrial engineering. Thesis Defense for Masters in Industrial Engineering The thesis defense for the Master's in Industrial Engineering at AIU represents a pinnacle of achievement for our industrial engineering students. This rigorous process requires them to present and defend their research findings before a panel of experts. Common thesis topics include human systems engineering, systems engineering, and the integration of data science in optimizing industrial processes. Through this defense, students demonstrate their deep understanding and application of complex concepts taught throughout the industrial engineering program. They showcase their proficiency in engineering management and advanced analytics, solidifying their credentials as accomplished industrial engineers. Successfully defending their thesis not only earns them a Master of Science in Industrial Engineering but also prepares them for lea International Journal of Engineering & Technical Research (AN ISO 9001:2008 CERTIFIED INTERNATIONAL JOURNAL) • Profile • Change Password • Welcome • tshingombe • Dashboard • View • Submit

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Name : tshingombe tshitadi fiston

Curriculum section 1:

1.1

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Patent issued

Patent Number :

1234567891234567891

Brief Description of Technology (Intellectual Merit) :

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Brief Description of Commercial Applications (Broader Impacts) :

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Opportunity Amount by Stage (Sample)

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Stage

	Oppor tunity Name	Typ e	Lead Sourc e	Amou nt	Clos e Date	Next Step	Prob abilit y (%)	Fis cal Per iod	A g e	Crea ted Date	Oppor tunity Own er	Ow ner Rol e	Accou nt Name
<input type="checkbox"/>	Stage: Qualification (5 records)												
				R 177 500,00									
	Acme - 200 Widget s (Sample)	Exist ing Busi ness	Webina r	R 20 0 00,00	2025/ 03/21	Need estim ate	10%	Q3- 201 5	1	2025/ 02/02	fiston tshingo mbe	-	Acme (Sample)
	Global Media - 400 Widget s (Sample)	New Busi ness	Partner	R 40 0 00,00	2025/ 02/20	-	10%	Q2- 201 6	1	2025/ 02/02	fiston tshingo mbe	-	Global Media (Sample)
	Acme - 150 Widget s (Sample)	Exist ing Busi ness	Emplo yee Referra l	R 20 0 00,00	2025/ 02/19	-	10%	Q3- 201 5	1	2025/ 02/02	fiston tshingo mbe	-	Acme (Sample)
	Global Media - 1750 Widget s (Sample)	Exist ing Busi ness	Adverti sement	R 52 5 00,00	2025/ 02/09	-	10%	Q3- 201 5	1	2025/ 02/02	fiston tshingo mbe	-	Global Media (Sample)
	Acme - 1250 Widget s (Sample)	Exist ing Busi ness	Websit e	R 45 0 00,00	2025/ 02/05	-	10%	Q3- 201 5	1	2025/ 02/02	fiston tshingo mbe	-	Acme (Sample)
<input type="checkbox"/>	Stage: Needs Analysis (3 records)												

				R 164 000,00									
	Acme - 1,200 Widgets (Sample)	Existing Business	Trade Show	R 110 000,00	2025/02/27	Need estimate	35%	Q2-2016	1	2025/02/02	fiston tshingo mbe	-	Acme (Sample)
	salesforce.com - 320 Widgets (Sample)	Existing Business	Google AdWords	R 34 000,00	2025/02/21	-	35%	Q3-2015	1	2025/02/02	fiston tshingo mbe	-	salesforce.com (Sample)
	salesforce.com - 200 Widgets (Sample)	Existing Business	Partner	R 20 000,00	2025/02/13	Meet at Widget Conference	35%	Q3-2015	1	2025/02/02	fiston tshingo mbe	-	salesforce.com (Sample)
<input type="checkbox"/>	Stage: Negotiation (4 records)												
				R 162 000,00									
	Global Media - 180 Widgets (Sample)	Existing Business	Other	R 19 500,00	2025/02/06	-	90%	Q3-2015	1	2025/02/02	fiston tshingo mbe	-	Global Media (Sample)
	salesforce.com - 1,000 Widgets (Sample)	New Business	Advertisement	R 100 000,00	2025/01/24	Close the deal!	90%	Q3-2015	1	2025/02/02	fiston tshingo mbe	-	salesforce.com (Sample)
	salesforce.com - 210 Widgets (Sample)	Existing Business	Webinar	R 20 000,00	2025/02/14	-	90%	Q3-2015	1	2025/02/02	fiston tshingo mbe	-	salesforce.com (Sample)
	salesforce.com - 240 Widgets (Sample)	Existing Business	Partner	R 22 500,00	2025/03/26	-	90%	Q3-2016	1	2025/02/02	fiston tshingo mbe	-	salesforce.com (Sample)

<div>  Stage: Closed Won (9 records) </div>													
				R 223 000,00									
	Global Media - 140 Widgets (Sample)	Existing Business	Website	R 15 000,00	2025/02/19	-	100%	Q3-2015	17	2025/02/02	fiston tshingo mbe	-	Global Media (Sample)
	Global Media - 250 Widgets (Sample)	New Business	Customer Event	R 5 000,00	2025/02/26	-	100%	Q3-2015	24	2025/02/02	fiston tshingo mbe	-	Global Media (Sample)
	Acme - 120 Widgets (Sample)	Existing Business	Advertisement	R 4 000,00	2025/02/24	-	100%	Q3-2015	22	2025/02/02	fiston tshingo mbe	-	Acme (Sample)
	salesforce.com - 350 Widgets (Sample)	Existing Business	Purchased List	R 35 000,00	2025/03/09	-	100%	Q3-2015	35	2025/02/02	fiston tshingo mbe	-	salesforce.com (Sample)
	Acme - 80 Widgets (Sample)	New Business	Advertisement	R 10 000,00	2025/01/27	-	100%	Q3-2015	0	2025/02/02	fiston tshingo mbe	-	Acme (Sample)
	Acme - 1100 Widgets (Sample)	New Business	Trade Show	R 105 000,00	2025/01/24	Need estimate	100%	Q1-2021	0	2025/02/02	fiston tshingo mbe	-	Acme (Sample)
	Global Media - 170 Widgets (Sample)	New Business	Advertisement	R 15 000,00	2025/01/11	Closed!	100%	Q3-2015	0	2025/02/02	fiston tshingo mbe	-	Global Media (Sample)
	salesforce.com - 75 Widgets (Sample)	Existing Business	Website	R 9 000,00	2025/01/10	-	100%	Q3-2015	0	2025/02/02	fiston tshingo mbe	-	salesforce.com (Sample)

	(Sample)												
	Global Media - 270 Widgets (Sample)	Existing Business	Advertisement	R 25 00,00	2025/01/03	Closed!	100%	Q2-2016	0	2025/02/02	fiston tshingo mbe	-	Global Media (Sample)
<input type="checkbox"/>	Stage: Closed Lost (2 records)												
				R 16 00,00									
	Acme - 300 Widgets (Sample)	Existing Business	Purchased List	R 6 00,00	2025/03/02	-	0%	Q3-2015	28	2025/02/02	fiston tshingo mbe	-	Acme (Sample)
	salesforce.com - 90 Widgets (Sample)	Existing Business	Partner	R 10 00,00	2025/01/10	-	0%	Q3-2015	0	2025/02/02	fiston tshingo mbe	-	salesforce.com (Sample)

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Fiscal Period

	Opportunity Name	Type	Lead Source	Amount	Close Date	Next Step	Probability (%)	Age	Created Date	Opportunity Owner	Owner Role	Account Name
<input type="checkbox"/>	Fiscal Period: Q3-2015 (2 records)											
				R 16 00,00								
	Acme - 300 Widgets (Sample)	Existing Business	Purchased List	R 6 00,00	2025/03/02	-	0%	28	2025/02/02	fiston tshingo mbe	-	Acme (Sample)
	salesforce	Exist	Partne	R 10 0	2025/0	-	0%	0	2025/0	fiston	-	salesforc

	e.com - 90 Widgets (Sample)	ing Business	r	00,00	1/10				2/02	tshingo mbe		e.com (Sample)
	Grand Totals (2 records)											
				R 16 000,00								

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Description



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11:00 [10:45]

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2025/02/03

12:00 [10:45]

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Name

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Account Detail			
Account Name	Acme (Sample) [View Hierarchy]	Account Owner	fiston tshingombe [Change]
Type	Prospect	Parent Account	salesforce.com (Sample)
Website		Phone	1 (800) 667-6389
Description		Industry	Manufacturing
		Employees	680

Account Summary

Opportunity Amount by Stage (Sample)

As of Today at 10: 43

Address Information

	10 Main Rd.		10 Main Rd.
	New York		New York
Billing Address	31349	Shipping Address	31349
	NY USA		NY USA

System Information

Created By

fiston tshingombe, 2025/02/02, 08:58

Last Modified By

fiston tshingombe, 2025/02/02, 08:58

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Contacts

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Action	Contact Name	Title	Email	Phone
Edit Del	Howard Jones (Sample)	Buyer	info@salesforce.com	1 (800) 667-6389
Edit Del	Jennifer Stamos (Sample)	President and CEO	info@salesforce.com	1 (800) 667-6389
Edit Del	Leanne Tomlin (Sample)	VP Customer Support	info@salesforce.com	1 (800) 667-6389

Opportunities

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Action	Opportunity Name	Stage	Amount	Close Date
Edit Del	Acme - 170 Widgets (Sample)	Negotiation	R 17 000,00	2025/04/23
Edit Del	Acme - 140 Widgets (Sample)	Negotiation	R 22 500,00	2025/04/10
Edit Del	Acme - 200 Widgets (Sample)	Qualification	R 20 000,00	2025/03/21
Edit Del	Acme - 300 Widgets (Sample)	Closed Lost	R 6 000,00	2025/03/02
Edit Del	Acme - 1,200 Widgets (Sample)	Needs Analysis	R 110 000,00	2025/02/27

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Campaign Influence

Campaign Name	Opportunity Name	Amount	Revenue Share	Contact Name
Customer Conference - Email Invite (Sample)	Acme - 1,200 Widgets (Sample)	R 110 000,00	R 36 663,00	Jennifer Stamos (Sample)
Customer Conference - Email Invite (Sample)	Acme - 1,200 Widgets (Sample)	R 110 000,00	R 36 663,00	Leanne Tomlin (Sample)
Customer Conference - Email Invite (Sample)	Acme - 1,200 Widgets (Sample)	R 110 000,00	R 36 663,00	Howard Jones (Sample)
Customer Conference Event (Sample)	Acme - 200 Widgets (Sample)	R 20 000,00	R 6 666,00	Jennifer Stamos (Sample)
Customer Conference Event (Sample)	Acme - 200 Widgets (Sample)	R 20 000,00	R 6 666,00	Howard Jones (Sample)

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Notes

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Action	Title	Last Modified	Created By	Text Preview
Edit Delete	Possible change in order (Sample)	2025/02/02, 08:58	fiston tshingombe	Talked to Edward. Might want to up the order. He'll talk to his team and let me know by mid-July.
Edit Delete	Meeting with Howard Jones re: order (Sample)	2025/02/02, 08:58	fiston tshingombe	Enthusiastic response to new product line. Follow-up meeting with Howard is set for next month. Prior to next meeting, need to: Send proposal to Howard's team Make adjustments to demo Do run through with Anne and Jason
Edit Delete	Untitled Note	2025/02/02, 08:58	fiston tshingombe	

Files

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Open Activities

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Action	Subject	Name	Task	Due Date	Status	Assigned To	Location	Related To
Edit Cls	Sync with Leanne about conference attendance (Sample)	Leanne Tomlin (Sample)		2025/01/04	Open	fiston tshingombe		Acme (Sample)
Edit Cls	Follow up with Howard (Sample)	Howard Jones (Sample)		2025/01/23	Open	fiston tshingombe		Acme (Sample)
Edit Cls	Debrief (Sample)			2025/01/29	Open	fiston tshingombe		Acme - 1,200 Widgets (Sample)
Edit Cls	Follow Up with Howard on timing (Sample)	Howard Jones (Sample)		2025/02/03	Open	fiston tshingombe		Acme - 1,200 Widgets (Sample)

Edit Cls	Planning for RFP (Sample)			2025/02/06	Open	fiston tshingombe		Acme - 1,200 Widgets (Sample)
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Action	Subject	Name	Task	Due Date	Location	Assigned To	Related To
Edit Del	Email: Widgets ROI (Sample)	Howard Jones (Sample)		2025/12/04		fiston tshingombe	Acme - 1,200 Widgets (Sample)
Edit Del	Email: Product Fit (Sample)	Howard Jones (Sample)		2025/11/21		fiston tshingombe	Acme (Sample)
Edit Del	Discussion (Sample)	Howard Jones (Sample)		2025/02/01 17:00	Conference Call: 800-555-0890;198204#	fiston tshingombe	Acme - 1,200 Widgets (Sample)
Edit Del	Demo Platform Widgets (Sample)	Howard Jones (Sample)		2025/01/26 20:00	Acme Offices, 10 Main Rd., New York, NY 31349	fiston tshingombe	Acme - 1,200 Widgets (Sample)
Edit Del	Called Howard to schedule demo (Sample)	Howard Jones (Sample)		2025/01/25		fiston tshingombe	Acme - 1,200 Widgets (Sample)

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good like skill engineering



[salesforce.com/trailblazer/fjj4i8tufkqbxx4qg](https://www.salesforce.com/trailblazer/fjj4i8tufkqbxx4qg)

Dear fiston,

Here is the copy of the Project Pitch with reference number : 00097898 submitted to the
Advanced Systems for Scalable Analytics (AA) on 2/3/2025.

1. Submitter Email

tshingombefiston@gmail.com

2. Submitter First Name

fiston

3. Submitter Last Name

tshingombe

4. Submitter Phone Number

0725298946

5. Company Name

Engineering tshingombe

6. Company Zip Code

10300

7. Company State

AK

8. Company Website

<https://tshingombe.com>

9. SBIR/STTR topic that best fits your projects technology area

Advanced Systems for Scalable Analytics (AA)

Are you eligible and interested in being considered for the NSF Fast-Track program?

No

10. Is this Project Pitch for a technology or project concept that was previously submitted as a full
proposal by your company to the NSF SBIR/STTR Phase I Program – and was not awarded ?

No

11. Has your company received a prior NSF SBIR or STTR award?

No

12. Does your company currently have a full Phase I SBIR or STTR proposal under review at

NSF?

No

13. Briefly Describe the Technology Innovation?

-
-
-
-

NSF SBIR/STTR Phase I Eligibility Information:

In addition to receiving an invitation to submit a full proposal from the NSF SBIR/STTR Phase I Program based upon the review of their submitted Project Pitch, potential proposers to the program must also qualify as a small business concern to participate in the program (see SBIR/STTR Eligibility Guide for more information).

The firm must be in compliance with the SBIR/STTR Policy Directive(s) and the Code of Federal Regulations (13 CFR 121).

Your company must be a small business (fewer than 500 employees) located in the United States. Please note that the size limit of 500 employees includes affiliates.

At least 50% of your company's equity must be owned by U.S. citizens or permanent residents, and all funded work needs to take place in the United States (including work done by consultants and contractors).

Primary employment is defined as at least 51 percent employed by the small business. NSF normally considers a full-time work week to be 40 hours and considers employment elsewhere of greater than 19.6 hours per week to be in conflict with this requirement.

The Principal Investigator needs to commit to at least one month (173 hours) of effort to the funded project, per six months of project duration.

For more detailed information, please refer to the SBIR/STTR Eligibility Guide by using https://www.sbir.gov/sites/default/files/elig_size_compliance_guide.pdf. Please note that these requirements need to be satisfied at the time an SBIR/STTR award is made, and not necessarily Education technology relate low manufacture thesis.low outcome framework qualicafition.invrstigation energie rurale framework meeting and no

meeting development system integration system plant imagine and real
system complex system energy . Educational regulation irregularite
system and regulation system .project integration time table

14. Briefly Describe the Technical Objectives and Challenges?

Technical challenges real industrial and imaginar system time table
education field artisan build to real African system in marketing

15. Briefly Describe the Market Opportunity?

Market system money .sale record implementating programmes design
imagined cost assessment in the time frame lost maintenance emergency
system

16. Briefly Describe the Company and Team?

Campagny team member organisation sub sector engineering system and
educator system career experience outcome career undertake job .

17. How did you first hear about our program?

University tech transfer, VPR, or other administrative office
when the proposal is submitted.

NSF SBIR/STTR Copy of Submitted Pitch – 000978

Dear fiston,

Thank you for your recent Project Pitch submission to America's Seed Fund, powered by the National Science Foundation. For your records, see below a complete record of the contents of your submitted Pitch. You should receive a response to your Pitch to the email address you listed, within one month of submission. Please reach out to sbir@nsf.gov if you have any questions.

Thank you,
National Science Foundation,
2415 Eisenhower Ave, Alexandria, VA 22314

NSF I-Corps Executive Summary Declined

Inbox



Ruth Shuman Mon, Feb 3, 8:23 PM (12 hours ago)

to me, rshuman@salesforce.nsf.gov

Dear fiston,

Thank you for your interest in the NSF I-Corps program.

This application has been declined. The applicant does not meet the eligibility requirements. To be eligible, the core technology needs to have been developed at an institution of higher education and the proposal must be submitted from an accredited institution of higher education. Companies are not eligible to apply with the exception of current NSF Phase I grantees (if you are a Phase I grantee, please send your Phase I award number). In addition, an application requires a minimum of three team members (Entrepreneurial Lead, Technical Lead, and Industry Mentor), and include a team member that has a related and relevant prior NSF research award, or the team must have participated in a regional I-Corps program and received a Letter of Recommendation to the national program.

Alternatively, you may be eligible for a Regional I-Corps training program or the NSF SBIR program. Please let me know if you need additional information about

these programs.

Thank you,

Ruth Shuman
Program Director

National Science Foundation (NSF)

2415 Eisenhower Boulevard, Alexandria, VA 22314

rshuman@salesforce.nsf.gov

Article submission received

Inbox



editorial@f1000research.com

Mon, Feb 3, 2:24 PM (18
hours ago)

Dear tshingombe Thank you for submitting your manuscript: 1 .1.1 *Thesis: * Research policy trade
theory minimum : legislation skill development : honorable mem



editorial@f1000research.com Mon, Feb 3, 2:34 PM (18 hours ago)

to me

Dear tshingombe

Thank you for submitting your manuscript:

Research education technology and research engineer electrical master degree and
honour framework qualification and trade master skill low test

tshitadi t

We will carry out a number of editorial checks on your article, including: that the article fits with F1000Research's scope; readability and manuscript format; adherence to ethical standards for the type of study; that the underlying data have been supplied (where appropriate); and that there is sufficient detail to enable others to replicate the study (if applicable).

We will be in touch as soon as possible with any issues that need addressing.

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Please quote the article number 161481 in any correspondence.

Kind regards

The Editorial Team, F1000 on behalf of F1000Research

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...

Article submission received

Inbox



editorial@f1000research.com Mon, Feb 3, 2:24 PM (18 hours ago)

to me

Dear tshingombe

Thank you for submitting your manuscript:

1.1.1 *Thesis: * Research policy trade theory minimum : legislation skill development : honorable member certificate transcript outcome award

tshitadi t *et al.*

We will carry out a number of editorial checks on your article, including: that the article fits with F1000Research's scope; readability and manuscript format; adherence to ethical standards for the type of study; that the underlying data have been supplied (where appropriate); and that there is sufficient detail to enable others to replicate the study (if applicable).

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Please quote the article number 161760 in any correspondence.

Kind regards

The Editorial Team, F1000 on behalf of F1000Research

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Case #469703653

grant log publishe thesis research policy investigation

Opened

2/4/2025

Status

New

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- [Details](#)
-



tshingombe tshitadi

February 4, 2025 at 12:03 AM

[course ciriculum total course thesis alumine.docx](#)

Feb 4, 2025 · tshingombe tshitadi

Engineering

standard Success Plan

Org ID: 00DQH00000CrJon2AF

Total 1

Refresh

Navigation Mode

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[Sort by:Subject](#)Sorted: None

[Sort by:Status](#)Sort

[469703653](#)

[grant log publishe thesis research policy investigation](#)

Working

You have a new support case! Case #469703653

Inbox



No Reply <no.reply@salesforce.com> 10:07 AM (4 minutes ago)

to me, tummadivyasri.tumma@salesforce.com

Case #469703653 is open

Hi tshingombe,

Thank you for opening (or collaborating on) this case with Salesforce Support!

[VIEW THE CASE](#)

Or reply to this email to add a comment or attachment

Follow us at [Success Cloud](#) on Twitter

Note: This call or any calls resulting from a Technical Support case may be monitored or recorded, including audio and video call recording, for quality and training purposes.

Case Details

Case Number: [469703653](#)

Severity Level: Level 4 - Medium

Subject: grant log publishe thesis research policy investigation

Description: You have a new comment on Case #469692718
Inboxto me

*3 Overview career libraries ,mentor facilitator library research method book .

Low congre library,

*3.1Key: about library research centre the mission of the low library of congress is to provide authoritative legal research , reference and

instructions service and access to an resolved.

Established 1832 low library has a collection of over ,2,9 million volumes spanning all systems and period of low and government all the .

* The library of congress provides congress admnister the national copyright system and manage the largest collection of book recording , photography maps ,16 years authority record .

* Administration commercial ,low environment criminals low procedure intelligence , property legal , .

* Broken down research court record .

* Grant proposal : non profit grant proposal date submission grant submitted to asresss

4.request for proposal :

4.1* education technology ,and master engineering electrical a, Education Technical career Engineering .

*REP. |. Proposal | compagny

- 4.2 .project overview :

- 4.3 .project goals :

-4.4.scope of work :

-4.5 .current roadblocks and bariere.

- 4.6.evaluation metric and .

-4.7. submission requirements.

- project due |. Date. | Budget amount

-Contact : email.

1.*Overview: national skill fund ,and national research fund. Career proposal

-1.2*dealine : local Engineering study in workplace jhb RSA. Pretoria Midrand. To

UK and USA ,10 December 2024.

-1.3* time frame : 5 years ,to 2 years

- 1.4*limitations : principal career proposal career compte.

-1.5* submission by : Aiu research and. ,dhet saqa.

-1.6* instruction : pdf proposal and award policy

(PAPPGG),NSF...,proposal certificate congre archive internet library

Award compagny. Aware ,saqa aware ,dhet aware ,college aware.

-1.7.* minimum budget : 40000.0000 total program officer budge except.

Google budge apple

- 1.8* eligibility:

* Requirements : as of application ,hold degree field engineer trainee, provide award type .

- preparatorion :

1.10.Review faculty early development:. allocation note:.

- |documents| require|requirements|NSf

-cover projet | yes | begin withcareer|N/a

-project summary| y|following | N/a

-project descript| y |. | N/a

-result from | yes |.

-budget and|

- facilitator.|

-senior person|

- bibliography.|

Card board

- supplémentaire.
- past doctoral.
- research.

-1.11. project description : .

1.11.1 proposal sect research :

1.11.2. rational :

1.11.3. preliminary :

1.11.4 .data appropriate :

1.11.5.littéraire where appropriate :

1.11.6. hypothesis overall :

1.11.7. questions research :

1.11.8 .description propose education activity integration:

1.11.9. description team and experience and expertise argument lock.

1.11.10. research / Education relevant for your career trajectory goal..

1.11.11 . limitations : conting plans .

1.11.12 . Expected outcome .

1.11.13. Definition of project of scussful .

1.11.14 distribution / delivery time research .

1.11.14. measure planned or possibility resulted ...

Project research.

* Data investigation information system

* Data nature occurrence : time

Data action take

12.Report : * Research experience base on Job career.advanced
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process alloy

ZA

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Revenue Cloud, or CPQ
Salesforce Support
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showerthinking

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| Salesforce

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Jensen Huang

Goda Go

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Certification Training | Simplilearn

Simplilearn

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Cameron Robert

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Salesforce Support

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Snowflake Inc.

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--

Thank you for submitting feedback to ISC2 Security Congress 2025: Call for Presentations.

Your Feedback:

tshingombe fiston Jan 18, 2025, 6:36 PM to me, TSHINGOMBEKB - project . Application for exemption terms of section 23(6) .. - import note ,in terms of section 23(6) of the private security industry regulation act 56,of 2001 despite the provisions of section 23 (1) and (2) the authority may on good cause shown and on ground which are not in conflict with the purpose of this act and the objects of the authority register any applicant as a security service provider .. - full name surname application .. - applicant contact address including . 1.23 Geen perments I'd ,applicant must older ,training ,guilty a schedule criminal offence whiting the last ten years . - guilty of improot conduct in terms of the act within the last five years .. - clearence security it former current member of any official militait security police or intelligence force or service in South Africa elset .. - mentally sounf .. - employee in the public service in circumstt where such teginstraty may conflic with legislative provision applicable to the applicanttell us happend if was theft I stolent ..type of offence ,date committe conviction - ref number : 1. Particulars of appellat : 1.1 full name and of nature person acting on behalf of a security business .appeal - contact Dress for correspondence on the appeal : - contact telephone fax number other electronic . - registration - name capacity and contact particulars of person submitting an appeal on behalf of the appellt : - refusal to grant applicat for registration yes .. - refusal to grant application for renewal of registration yes - cancellation of registration . - suspension of registration yes .. - withdraw of registraion .. - conviction of improper conduct yes . - penalty imposed in consequences of finding of improper .3. Summary of particulars of decission appealed against : provide a brief description of the decission appealed against mentioning the person taking the decission and the date of the decissy if this appellat : - labour judgey wage 4. Summary of grounds of Pleak (why do you believe that you should be register a security service provider : refusal to grant application for registration notice motion refusal grant applicay imposed in consequences of cindit registrar.. _____ * Complaints management process : 1. Introduction : 1.1 statutory mandate : psira statutory mandate is derived from the private security regulation act 56 of 2001 the primary objective of the authority is to regulate the private security industry and

exercise effective control over the function of the authority as prescribed in section 4 (r) the psira receive process refer or deal with complaint regarding the qualification of service rendered by security service ,in order to fulfil its mandate the authority applied private code ..

-1 complain : any dissatisfaction matter reported to psia ,a complaint relating to the quality of service rendered by a private security service provider ,code of conduct related matter reported to or referred to the authority . Complain , person who lodge authority a person affected any act omission of private security service under investtv,, - security equipment : an alarm system , a safe valve or security container.. - a satellite tracking device closed circuit television or other monitoring device or surveillance equipment. - a device used for intrusion detection access control ,bomb detection fire detection metal detection X ray or security telephone communication ,specialised device used open close or engage locking mechanism or a specialised device used to reproduce or duplicate keys other objects which are used to unlock ,close or engage locking mechanism . - security service : means one or more of the following service or activities .. - protecting or safeguarding a person or property in any manner . - provided service aimed order and safety on the premise used for sporting recreational entertainment or similar purpose .. - manufacturing importing distributing or advertising of monitoring devices .. - performing the functions private investigator . - providing security training or instruction to a security service provider or prospective security service .. - installing service or repairing security equipment . - monitoring signals or transmission from electronics security .. - performing the function of locksmith. - making a person or the service of person available where directly rendering of any service referred to in Part 2 to another person ,creating the impression in any manner that one more the service ___'___ -* improper conduct | psira | criminal case with saps € department labour | public protector consumer Psspf .. Reg: business not reg rendered security whilst security is suspended director ,member,owner,trustee,partner not reg,deploying unreg security officer .. - training requirements : director ,member owner possesses of grade b manager in possession deploying not regulation ,training .. - training service : exceeding classroom capacity , unlawfully combining students of different grade in one classroom failure to comply with minimum training standard , failure to have necessary facilities equipment and aid for training failure to keep course records ,failure to submit course report authority ,training institute not

accredited ,offering training course for which instituts instructor not
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 Digital : last updated date : - 12-05-2022 , - batch number | company
 psira | type | statute - batch - 383731 | 28-06-2924 engat ,pending -
 batch - 383732 | 29-06-2024 termination pending .. We appreciated takin
 register account successful been created - logged in as : security oft fiston
 in progress : -crs status new application : ,psia status inactive ,app
 no ,6163228 - creation date : 29-96-2024 ... In order process Pre
 assessment , Last update date | description - 29-06-2024: reg request
 submitted ..ticke has I'd 117354 has been closed ,, Job career psira ..new
 position ,personal info ,contact details,educational qualification,
 employment history,contact ,, resolution -
 communication,exc,facilities,finance,forensic,humain capital it ,Las
 enforcet legal registration research ,supply chain Assistance inspector
 R 336618 basic salary graduat certific6 diplomat in parallegal in paralegal
 coupled , candidate job may be consider during the selectt process
 essential criteria ability to work under presst ability to interpret pieces of
 legitthat manager low enforcet ,very high admnistratt skill in ludd planing
 monitoring computer Microsoft package problem solving and analizing
 skill commerci Nd written ability to testify during court and tribunaj
 proceedit key perfot area ,undertake inspection to ensure and improve
 on compliat received ,routine inspecty assessment infrast training centre
 centre accreditt etc identify contravention of code conduct docket
 against spp relating to allegation improper conduct as annual
 performance,plan advice on regulation for non RSA address telephu of
 standard procedt serve regulation notice on responded ref matter to the
 enforcet unit senior particle in joint operaty manager with stakeholder eg
 saps metric police perform commission enquiries bliase process outstat
 annual fee conduct submisst of statistical report on law enforcement
 activiy , modification of business inspection on the psira system capturing

of information on psira database issue remain regarding

_____ You have successfully completed questy exam
result ,registration grade ec,,passed - name : - grade : - area - basic
salary : - overtime : - Sunday : - public holt : - nigtg shift - cleaning -
special allowat : - estimated gross salary : 5,322.(* Bid cdocumdn
tendered supplier chain management - bid description : physisy security
for month - bid number : € RFB/2917/psira - closing date : 08 March. -
closing time : eb09h0/ & Open time € 11 h00 .. - NO € Name of compai
Tendered published on - tendered number : tfb - tendered description : -
award to : tshingombe - amount : shift 100 month ,3000× 39 days , 15
years ,, level 4 ,6300000,+ 7500000 - ref matter cost order :.. - CVS 6
years expert 5 points 20 80/29 ..PS= 80(1-pt-pmin/PMI).. P= 90(1-
63.000/-600000/60000= - capacity under which bid is signed security
safety general. Totaj bid price : ----- - private security industry
regulation autht .. - clearence certificate in term section 23(#) the private
security indusy regulation act ,2001 ,act no 56 if 2901 - particular of
employer name of five or service : - country - particular of former
employer : .. Date of commencement of employmy : 2025,,22010 - date
of termination of emplot : - rank at termination service : - capacities
which employed .. - *reason termination of employment : ...record
employment position and logistics security officer record posting -
reasonment particulars of any misconduct by former employer charge of
misconduct,penalties imposed dates and other particular : guideline
career misconduct notmak no fault poor work perfy new rules duty
attandance registration cancellation bargaining supplieb no registration
compagny ownership not agreement pay .. - if there were disciplinary
proceedings pending against former employer at the date termination of
service factual on merite of charge and whether any termination of
service occured to avoid disciplinary is required : the order occured
service ... [Message clipped] View entire message tshingombe fiston Jan
19, 2025, 7:56 AM to me, TSHINGOMBEKB - Project : - south Africa
humain rigth Sahr .. - hello dears please find my completed investigation
in your office thank receive by security street work find .. -complain
form . - complainant ' s name : fiston - complainant surnamy :
tshingombe -;complainant date of birth ;10/11982 - complaints race black
complaint province - complainant email - complainant telephone
Complain tel Complainant s preferred method communication : -
complainant contact person * Details of complaints : - date of incidents :
14 /07/2023 it is happy yes ,incidence province .. - incident town city : jhb
where did incidents happen where did incidents happen do you know

detail : yes person first and last name : tshingombe - complain provide
 fund trial court labour Ccma fund bargaining Levie Ccma vs tshingombe
 college matter dismissal skikk development job nated exam dhet
 complain figtgi ways college nogada with people break time table exam
 irregularite and no order coming printer NN diploma development no
 printed diploma .master dismissed aware saqa finalize with master
 degree diploma buchellor discovery and no granted certificate
 N1,2,3,4,5,6, NQF 7,8,8; nogada sa pension fund and bargaining
 provisional not granted exam external internal no St peace claim record
 years inteeligen e investigat no problem ,, school n diploma Engineering
 electrical no play job work exam and Afric institut police job matter was
 constitu appeal petition rescit ruling Ccma award ruling transport
 bargaining ruling case jr 2461/15. .. dismissed refuse order petion not
 grant review nogada process bargat provide with no coberay basic salary
 psira car guard psira sapu perusal deduction deceassy reason report
 nogada figtgi exam with gun for trade theory and authory public -
 security nogada employment was working inspector check site and report
 witbt security nogada in court jr 2462/15,,ja 37/@9 ccm gaek 6068
 provide fund was requested for dismissed office order court judge
 clearencd psira national council bargat was request for dismiy order court
 judge record clearance psira agreement in nogaday security officer patrol
 student in exam gun career city power security officer exam was
 irregularity order labour uif pay department high was for statement
 certificate for high diploma sucepty ...,,sebongile multeanear what you
 proboni org attorney for assistance Proboni.Irg pro law,,SAHRC righth
 labour righth argument. Mandatory public constitution low legislation
 rules matter righth outcome. Agreement righth DOJ Ruth development
 system. Pro bono _____-;thank
 buhle Shiba : - to complaints , - good day - thank you four email below .. -
 should you not be satisfy with the sherriffs service you are guided to
 guided a formal complaint against the sherrif with the south afriy board
 for sherrifs in order for us to investigate you matter futhurer . - kindly
 follt the bellow procedure : In term of section 44 read with regulation 11
 of the sherrifs act 90 of 1986 a complains be lodged in appropr form and
 any complat accusations or allegations against any Sherri shall be in form
 a written affidat stating the date and time of the incident the name of the
 Sherriff and the names of any eye witness to incident and shall be toget
 with any corroborative be lodged with board as may be practicable after
 the incident .. - futhermore the allegation of misconduct must fall whihin
 the ambit of section and code of conduct in term section sherrif act 90

of 1986 for the board to investigate same. attached for ease of reference in addition kindly all correspond to docymdbt b,,sabfs - ccm on line submission EGAEK0222008041 arbitration request, LRA form 7.13 Cass number .. - good day, kindly see email below for attention, kind regards, on line good please note that court order that we have in our records state that the review was dismissed that simply means the judge agrees with ruling of the commissioner, regard Lerato Mhlana ... [Message clipped] View entire message tshingombe fiston Jan 19, 2025, 2:11 PM to me, TSHINGOMBEKB -Project: - Office of the chief justice (ocj) complaints form - name and contact details of the complainant : tshingombe - nature of the complainant : rescission ruling outcome labour court Ccma case number jr 2461/15 JA ,,37/19 council bargay union police non resolved granted review in labour petition low ... - if the complaint is about court officials the name of the court officials is if known jhb. Court.. officials jhb labour court .. - if the complaint relates to a case pending in a court please provide the case number ,,jr 2461/15 ,, Na 37/19 . - background and history of the complaint : complain review notice .. petition rescission ruling outcome Ccma labour court notice motion DOJ on line non resolved human rights. ... The completed complaints form .. officer responsible for the implicated court or to the national complaint - the complaints officer in the office..of the chief justice ocj acknowledging receipt of your email, please be advised that that according to ocj complaints management policy complaints, emanating from the courts are managed by complaints officers in the courts .. - we are thereby referring your complaint to the complaints officer at labour court Ms Thusile Nzimande ,, for feedback on your complaint we request that you liaise with complain officer kind regards .. Ms: hlaysani muleke ,,judicial policy and research .. - ----- - my civil case, your online case create news civil.. -Master of the court service ,, - court services - maintenance - protection order - status tracking - appointment booking - Query management . - profile * My civil cases : cases I created : Civil : • service type | case type | created | case status | urn • manage .. - tshingombe tshitadi | civil law | civil | pending document review .. - tshingombe, : 10420224CIV004539,, -1042024CIV004511 - 112024CIV000013 -112024CIV000012 -112024CIV000015 - 112024CIV000009 -112024CIV000008 -112024CIV000006 - 112024CIV000007 -112024CIV000005. - log query or complaints My query list -DOJ online deceased estate, ICT / system related. ,deceased estate application Latha mullapud .. - re : application for protection case , no 02/2024 on line application.. - sekogobela juda , to .. Good morning ...

1.this serves to inform you that your on line apply for protectt. Order has been dismissed by presidy officer the application was dismissed on the grounds .. - affidavit is not commissioned . - there is no act of domestic violet in your application... - please don't hesy on contact us in the vent you seek futhure information .. - regards , - mpanya pheladi ..good morning ..please note civil online is not open for your area please approach court for manual issuing ,kind regard , pheladi .. - ... [Message clipped] View entire message tshingombe fiston Jan 19, 2025, 3:31 PM to me, TSHINGOMBEKB - Assessor application edtp- AS- 000006376 - dear application was rejected of statement of result scope etdqa..

____&&____ - certificate of independent Bid determination .. 1. This sbd 2 . Section ,4(1)(b)(iii) of the compety act no 89 @998 as amended prohiy an agreement between or concerted pratice by firm or decission .. -;treasury regulations @6A9 prescribed thaibes that accounting officers and accounting authorities must take all reason step to prevent _____ - certificate of independent bid determination .. I the undersy in submitting the accompt bid : renovation for relocatt : - in response to the invitation for the bid made by : - nogada security service ma labour .. - I certify on behalf of : tshitadi fiston tshiny . - I have read and I understand the contents of this certificate .. - I understand that accompanying bid be disqualified if certificate found not be true and comply .each signature appears been authority bidder to determine the bid ,purpose of this certificate submit a bid .. - the undersign .. - sign .. - name .. Name .. - position in force or service : * Labour department salary schedule for Employees l'd number: - employee's initials surname : tshingombe - UI registration number : - company name : - period of service : * Period | salary Freq| salary amount | total hours worked per month | UI deduction | contributor non contributor Compagny stamp - 2.department of labour reg as a work seeker : . Please personal detayj ,access ,, - contact detail lersonab - Education and training general education and training level school quat.. - - subject | school subject | grade | %levsk| school subject | grade | % levdj .. National diplomat ,bachelor ,professionej post master doctoral. Education. And training hight and training and short course .. No | qualicafition | institut | NQF levej | year | status - employment history : - training panel pratice panel wiring job skill devet ,training .. - duties : learner pratical conduct assessment leer grouo .. - type of employment : performment ,note reason for leaving : dismissal resign promotion ,retrench medicaj condition ,employer ,transferred ,pension retirement - *unemployment insurat act 63 of 2001 - employer

declaration employees for the month of .. - information to supplied in term of section 56 (1.3) 13 - including new appointand termination of service ..the employer .. - employer ref no ..branch no ..PAYE ref - trade name of busiy .. - a surname | b initit | l'd € total gross remuneration paid to emoloye per month | total hours worked during month € commencer date of employer | termination date | reason for termination code applied | indicate whett contributor yes | | if contributor .. - descriptive : employer authority ,remuration means actual basic salary plus payment declare ,if paid weedy convert wage to monthly weekly wage x52/12 , - total hours worth actual during month only .. - tempray employer ,learner in term skill devet act ,employment ,employee whoi are repatriated of their contact of service no incoe the paid rok ,employer - unemployment insurance fund : bank account ..name account holder ..name of financisj instityb - unemployment insurance act 63 of 20201 Dol. Coid ,compensation health injury in iden e occupation ,work. Award insurance .. Instead consumer award document ..not meeting aware document consumer protection. Work not legalise proof * Certificate of service : I tshingombe of tshitadi mKangu fiston . - address ,jhb erea Mitch .. - in the , foundation basic ,level maintenat protection parking conduct code rules parking .. - declare that : nogada car was in employmy .. - from ,20@9. until as conditut good condity work security officer trading car watch car guard cts. On termination of service was earning 70000 ... [Message clipped] View entire message tshingombe fiston Jan 19, 2025, 6:28 PM to me, TSHINGOMBEKB - project .. Metropolitan police. Mil .intellectual property book MIP - 329-24-0100-000 - request an intellectual property IP license .. - MIP - 318-24-00-00 - date : 27 June 2024 time ,10:06 reporting .. - request an intellectual 27 June ,, - 319 - 24-0100-00 - quest about using the met s customer copy MIP - 318-24-0100-00 intellectuel property IP license , .. - on line submisst foi - 15546 - 24-01000-00 ref number is 01/ foi/ 24/0308814 triagec. Data righth .. - action user taking access integration .. - 01 foi | 24040337/k - ref foi 22728-0100 - completing ref ccr - 11259-24-0100-000 - CNP - 53345-24-0100-00 crime management. Service case crime ref: 01/0000/24,,,,, 234565. /24 record system incident logged 2024/06/23 .. - 27 June 2024 ,, FF-973-24-01000_ FFC step back .. - how much use traffic count by project view ..https pro - UK online tableau ,site status view work total view tableaux work total view count by time view count 1- performance review executive ..pipe .. - Outreach ,,Foi-22728-24-01000,, MIP - 42-010... -Block mark training. - academic Scotland,, ... [Message clipped] View entire message tshingombe fiston Jan 20, 2025, 7:34 AM to me,

TSHINGOMBEKB - *training and dey training for police community support ,officer (PCSO) provide you with knowledy skills legislation powers to enable you to carry out your duties including first and personality safety as PCSO training is a month the most impoty tools at your disposal initial training appointmy as PCSO you begin with ten weeks of training to Monday to Friday *,introduce you to met and to your new roles as we as well a helpiny your build skills . - radio procedures ,effective patrol report writy dealing with with evidence gathering intelligence managing a crime scene entering premise use force ,communication skill and problem solving human rights safeguay and mental domesty abuse missing person and anti social behaviour diversity awareness and road checks and issue of fixed. Penalty notice ,health safety and risk assessment public and personal safety .. - emergency training test learned results on test overall performance during course shift (0700-1500) or week public personal safety training , successful basic command unit return .. - 1.overview : discovery what a PCSO rewarding work you .. - 2. Role and responsibilities learned different type of work doing .. - 3 location and working hours - find out where can you work can do . - 4 life as police community support officer .hear stories from serving PC's .. - who we are booking for find out if you meet our rligibiy . -7 Oay and benefits : discovery wath you 'll earn and the perks you can enjoy .. - how to apply : begin your applicay her .. - completed step ,2,3 selection assessmy day and Pre employment grade ,Pre employment veting pass interviews: * Police constable entry : program , - step on line registration and application ,on on line assessment your met assessment know day two ,Pre employment vetting ,offer of employ into oc ,, - outreach successfully ,placement student graduate ,, Portofilio , student Engineering build , traing. ...

[Message clipped] View entire message tshingombe fiston Jan 20, 2025, 1:05 PM Hi tshingombe fiston Jan 20, 2025, 1:44 PM to me,

TSHINGOMBEKB -student placement accredited financial investigator . - number of vacancy . - location band full time .. - 36 hour per hours contact . - duration 12 month.. - student all roles valuable . - interest in financial crime development Ther analytic investiy skills to assist seizeine committing most .. - graduation from students .. - economic crime command ..investigat fraud laundering .. - essential role experience work team collation knowledy skill... - student placemy real estate development programme support role ,assisting office financial project .. management Portofilio project . - communication skill . - planning and organisations skill . - time management . - problem solving skill .. -

technical skill TT skill . - team working .. - personal responsibility -
 professional .. * Student placement estate asset management working
 organisatiy our internal client team knight .. - coordinating undertaking
 land. ,team working ,personal responsibility , professional ... - working
 out rent review and lease .. - Notting Hill delivery team largest planned
 annual police ..operation coordination land .. - business rate council tax
 attending month rating strategy asset may annual asset value insurance
 value .. - attending and coordinating cooperat .. - effective : - student
 placement constructy and buildings engineering. - managing project
 client police scope .. - Understand plant .. - basic understedit change
 buildings plan relation use visualisation software ,Artemis budget. -
 senior computer networking engineering - return schema retired office ..
 * Students placement Portofilio office - permance analyser media
 counciliation - junior technologie eny construction built analyse research
 data crime academic DC intervention ,equality impact assessment
 grievances assessment director insoectort review
 &_____&& * Title • |. . status | action
 Technical intelligence exploitation and development programme -
 technical. - Apprenticep erection electrical technical .. - CCTV :
 investigation assess review complain resolution .. - complainia support
 development engineering band biometry unity .. - electronics
 development Engineering. - electronics senior .. - fleet contract support
 intelligent office .. - research office office intelligey .. - review officer ..
 * ... [Message clipped] View entire message tshingombe fiston Jan 20,
 2025, 3:56 PM to me, TSHINGOMBEBKB - expression of interest
 withdrawn .. Met recruitment team : 12 :05. - dear tshingombe dear
 tshingombe.. - you have successfully withdrawn your record of interest
 from our system if you ve decided this isn't the role for you but re still
 interested in joining the met please take a look at the other opportunities
 we ve currently got available you can view our careers website
 here ..many thanks the outreach team -;online form submission
 MMH-3910-23-0100-000 - public hearing@ met .[police.uk](https://www.police.uk) - dear
 tshingombe,,we regret to inform you that your applyi was declined there
 is no hearing on that day .. - best regards ,on behalf of the misconduct
 hearingy unit ... Submission , official - sensitive .. - conditions of entry : I
 confirmed that have read and agree to abide by the condition of entry .. -
 your details , Fist name : tshingombe . Middle name : tshitadi .. -
 surname : tshitadi - date of birth :10/11/1982 Post code Irvine from ..
 Telephone- are you member of the press ? : no - are you a wheelchair
 user : yes .. -:do you want to attend : one day ... _____&

Tpmail cribvicfimcommunicationmet.polocd .. - good afternoon : - thank you for your online submisst I have looked on our crime reporting system and crime number you have provided below is not curret showing any Cass please can check the number and get back to us and we can assist you further.. - please do not reply this our mail box cannot receive email directly from members - to : to mailbox CMS cc .. Subject : online from submission cnr - 50615-23-0100-00 - official sensitive : - step1 - first name : tshingombe - surnat : tshitadi Date of birth : 10/11/1982 - email address : tshingombefiston@gmail.com - postcode : - origin : from - crime ref number : 2365983/23 - when did the incident happet : 12/11/2023 .. - what is your involment bin this case : criminel ent exam time table cyber criminal hihg jack lost camera phone Facebook lock .. - what is it that you would like us to update you : investigation on line .. This email attacht are solely ... - contact fire arm licensing team : Date : 13 December 2023 . - time 08:01 .. FA-36838-23-0100-01.. Step@,, Firts name : tshingt - surnt : tshitadi - address : Email address - are you club secret or registered firearm dealer ,yes or not * Request an intelleguay property (IP) licence: Date : 27 June 2024 ,time 10:12 .. - MIP-319-24-0199 .. - your detail : - title .Mrs , - first name : - surname .. - your request : ask a quest -----
----- - feedback about the website - date 27 June 2024 - time : 10:26 - FF-973-24-0100-FFC .. _____& - explosives regulation 2024 .. - application for renewal of an explosive certificate for black powder to used in firearms - name : tshingt - address : - fire certificate number : 123556 : shotgun certificate number : 9807856 - I apply to acquire kilograms of black powder on any one occasst which I will use for the put of and will not store I will dispose of any remat power on the day I acquire it by the follt method .. - I apply to acquit and keep black power which will be not more that amount in regulation 7 ,2,(a) of the explosive regulation 2014 this storage fiv complies to the requirement in guidance to those regulations .. - application infirmt ; - I am the holder of the a I've firearm ,shitgut. Certifiy s granted under the fire act 1968 I m apply to be renewed at same time ... - I confirm that informay in relation to any convict and any medical condit I may have are contained in the above fire arm act application form that I have submit in respect of the renewal of that certificate .. - I have or may possess a firm shotgun under the term of above certificate for which black powdert is required the renew firearm certificate .. - I have or may possess a fire shotgun under term of above certificate for which black powder is reauit as a propellat either by muzzle loading or in its ammut.. I declare that I am not prohibit person as defined in regulation 2 of the explosive regulation 2014..the statement

made form are true to true to best my knowledge and belief I am aware that it is an offence under section ,33 (1)(k) of the health and safety at work act ,197_ for me to make a false declaratt in this applit in order to obtain for myset and explosive certificate issued under the explosive regulation 2014.. _____ Data righth
donoreply : - good aftefy : your apply please find attached the doct in relatto your recent request your unique number is 01)foi/24/038814 - kind regards ,,data office griage team ,data righth metropolitan, - traffic related request :any queries relating to automated speed or red lighth offence with a reference number that commences ,safety camera . Traffic offence report or officer issued ticket or offences with a reference number that commences.. - form 518 A request for trafft Cass reference number . Request for police collision and third party detail in road traffic collision .met - form request for police .. - information : the informat held PNC .. - bail to return enquiries : any enquit for update regards Cass progression investigat or bail be directed to the investigate officer or bcu in the Cass .. - DBs. applications: any enquiries for update submitted .. - DBS applit : any enqt update .. - request for finger prints : - national data sharing ,natujnal police chief council -request information under Sarah law child sex offender disclosure scheme : - third party information require .. - validity of report : request to validate crime reference number or limited particular be dealt department.. - information require family court.Iroceedingv - proceedings: - information required for other legal proceedy : court Cass anticipated - to reach an officer Nthor locak borough command unit / police .. - to make a complaint .

_____ Data righth ..mpsdataofficd#met.policd UK.. - dear tshingombe fiston . - freedom of infory request reference n° : 01/FOI/24/040452/M ..iwrite in connection with your request for information was received by the metropolitan police service (mps) on 27/09/2024.. - Decission : I have decided that in accordance with section 8 of the freedom of informat act 2000 act your enquiry is not consider a valid request - reason for decission: a request under the act is required by clearly descript the information that is beinv requested as I am unable to ascertain what information you are seeking I have decided that the requirements outlined by section 8(1)(c) has not not been met . - in order for the mps to proceed with your request you are required to provide the informt outlined above if for any reason you are unable to do so please contact me for assistance seek assistt from any other availt source .we will consider your resubmitted requested upon receipt as long as it meets the requirements stated above you will receive a response within the

statutory timescale of 29 working days as defined by the act .. - please note if you are requesti for your personal data please provide the follt . 1) a proof of address clearly dated or issued within the last six month this can bank statemt a utility bill ,medicaj or other similar document.. 2) a proof of ID to confit your full name and date birth this can be a passport driving licence residey permit or other similar document .. 3 3) clear and legible requested for information please a clear request to confirm the personal informay require in letter or email .. - the below .. Your

sincerely.. _____ -Legal annex :- section 8(1) of the act provides : - 1 in this act any refrent to a request for information, is a reference to such a request which . (a) Is writing (b) State the namt of the applicant and an address for correspt and .. c) describe the information requested . - for the purpose of subsection (1)(a) a request is to be treated as made a) is transmitted by electronic means . - is receive in legible form and C) is capable of being used for subsequet reference

_____ Complaint righth : are you unhappy with how your request has been handled or do do you think the decissy is incorrect .. you have the right to request mos to review decission .prior to lodging a firmK comolat you are welcome to discuss the response with the case officer who dealt with request .. - complaint : If you are dissatisy with the handling procedure or the decissy under freedt information act 2000 act regardiaccess to information you can lodge a comply with mps to have the decission review ,complaints be made with 49 working Dai 20 days working commissioning [Message clipped] View entire message tshingombe fiston Jan 25, 2025, 6:40 PM to me, TSHINGOMBEKB - project Integrity defense and presentation university College work of work University institute College education technologie integrity : Research : - development justice not deal on line court issued provisional not on line DOJ process matter on line the process matter only decades on line labour bring to high court files after crime after job labour keep bargaining why where is alone keeping didnty open case and leave on line where is student where is police it wath political wath commission - justice is court is not Education is not assess not policy things Education righth ,education low ,education labour college of work - justice Education civil civil civisme education citoyen droit righth and low covilt disciplinary information on line low is not Education respond for evry body must work there charge no leave it correctional .. - education labour education relation labour Education justice development low discovery Education theologies pastor apostolate disciple master religious educat technologie. - Education labour Education relation Education justice development low

discovery education theologies pastor apostolate disciple master
 education technology education technology education life orientation
 Education technologie technologie Education life orientation Education
 guide police lawyery pastor do there job but the teacher low governor
 administrator teach government commercial low teach item inspector
 the teach in site of that job is not like other job is those job phylosophie
 literacy job the teach art job is table the learn low to present but is not
 Education pure in to present but is education pure in the church is no eat
 school in site for church is school political duty is police military first class
 semester first grade but is not school the work soldier police office first
 grade level parade in instructy book but is not school is rank class the
 teach discipline rules low government lowyer teach matter is legislation ..
 - Education undraggogie education citoyen agent de l ' ordre premium
 first class class police rank class in defense instruction civism ethic
 deintologie moral edy Education technology education technology artisan
 policies inspector enseignant order public class policies certifie copy
 government certifie licencier administration registration education pastor
 enseignant biblic apostolate theologies course the teach after police do
 author service judge after job lowyer e low do author service judge after
 job lowyer teach do author job low for lower teacher also InSite make
 low after teaching reverse -;artist teach portal career job after design the
 presented art dramatical present musical not sculpy presented the teach
 first education reversed pedagogie art of education and teaching board
 design school discipline process phyloy logic political. -in education
 pedagogie the research against teaching didactic the research spiritual
 miracle in police the research justice low natural observed not teach
 mean but teach .. -education technology research management teach
 technology support trade support art to show technical are Cree the
 research curriculum framework technologie not research church miracle
 not the policy resolve crime research info system admnise criminiy
 research manufacture relate education technology not low justice
 development low legisy skill low justice correctionel development low
 legislation skill low justice correctionel but research technology trade not
 research education outcome technology not technology irregularite to
 finalise trade to be graduated criminal job but is educator not create
 projection engineering research analyse investigate system engineering
 electrical education to undertake lesson manufacture discipline.. - to
 master manufacture process technologie education master instruction
 lesson composite product instructy cooking time table to masters
 research no to master safety food product chemical OSHA product ..

Chemical OSHA policy incidence ,education technology find new thesis course topics lesson energy rural framework .knowledy.police resolve crime sector rural supplies lowyer justice resolve crime sector rural supplies lowyer justice development is land reform low notice motion aware labour legislation political stop job loadshedding ,land ,reform education baliss build better tigey congree Africa thesut .. - Engineering system design plant plane electricity energy analyse grade energie rural . - criminal rural ,, development tutukane center Tembisa criminals - supply meter rural sector infrascture criminal tombazana house .. - rural ..pumalangs ..sector masii pine ridge solar vill blanch brickline industrial and silicone rural coil kusilhe park .. - Afric is not square time not development make new existance don't have industrial for transformer agree production there rand poor Afric no money for thing concept investment billion rand in Afric robot neural in Afric we don't have statement we can topics like industries computer we like American.. - Afric we combine field Europe develop 1600,2400 ,2800 industrial Afric industrial ,1900 is down mentality is not grow up 1800 Europe is go up it charge that lighth in Europe is become big in Afric that lighth is load fail down the state nothing news .. - Afric phenomene no lighth(boma Moto) ,(phenome kuibisa) ... European ...

Your email address is: tshingombefiston@gmail.com

[Click here](#) to log in at any time.

Event Speaker Contact

For content related questions, please contact Bradley Barth at bbarth@isc2.org or (571) 431-1706

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support@conferenceabstracts.com 1:32 PM (13 minutes ago)

to me

Thank you for submitting feedback to ISC2 Security Congress 2025: Call for Presentations.

Your Feedback:

tshingombe fiston Dec 31, 2024, 5:06 PM to me, TSHINGOMBEKB * nqfv monitoring v issue umalusi bin term of this policy and section ,17;and 18 general and furthy educau and training quality assurance act 2001:act no 58 of 2091 ncv nated n ucpd ,an NQF that will be award edvti studentbwgos with policy nationt certificate .. promulgated in gov gazette no 28677 of 29 ..March 2006; national irregularity committee body establisby department coordinator of irregularity , learner record database integrated informay system provide students and employer proof if the qualicafition obtain part time student us person bsoreaf ,program over a longer period 1 years as indicated in term section ,4.2 policy student fullfilm integration Summative task requirements measure Pam is policy dict ..governry remuneration ,employmt if educator in term ..future educator act 2006 means body a contemplated in section general future and training quality assurance.. irregularite committed means body Education b national

certificate saqa include part time ..Portofilio meand collection of evidence studeb [Message clipped] View entire message tshingombe fiston Dec 31, 2024, 7:53 PM Judgement need meansebicass judge describ evidence learni view group lecture approach to assementb creating support.brefering linked learning teachybjudge outco tshingombe fiston Dec 31, 2024, 8:35 PM to me, TSHINGOMBEKB - overview: policing learner : Introduction to crime information management system : purpose module plan crime prevention operational using information system in the south Africa police environment collecting explaining analizing and utiling crime information from various sources for mapping and planning the crime operational.. *

Crime prevention principles for policing :purpose : apply problem solving in crime prevention context and explain network .. illustration network..

* Applied communication in policing .. Pratical apply theory and principle of advanced communication on strategies used within a policing environment.. *

Crime prevention principle for ...: purpose students who's in crime prevention conduct an evaluation of station for human physical and human resource functionalite in the question of crime prevention and can innovation entrepreneurs approaches to crimes... - the purpose module is to provide students safety and infrastructure audit apply and interpret pillar road safety prescribed..safety explain ..cause global ten globaj target students ..police municipality police ..pronvincd ..

* Investigative principle : - purpose . Public service with knowledge enabl selected . Crime ambit show ..evidence applied .procedure evidence criminal law of criminal procedure and evidence .modules incorporated ..africanisation of investigat by looking aspect of Ubuntu sociaj responsibility and humanisation .. *

Crime prevey principle for traffic policing .module : Understands the roles of differente incidence for proper deployment of resources as well saps personnel who want to improve on their incidence . management bskilk police ...- investigative principle .. .criminal law of criminal seeks to incorporate aspect of africanisation. - professionalism for poling .. - Pplied research methodology in police science : understand theories or philosophies approach and design to applied to be applied when doing praticaj research in dusciplt critical skill and knowledge for application of researche paradigm approach ** 1:aim and learning objectives. - introduction .- the origins of community policing . - element of community of policing . - summary ...unity - introduction : community policy framework in Democrat order ,legal framework .. - the origins : according safety security 1998 demand deserve effective oriented police

the new democratic saps afoot 1999 fundament transformation necessary ensure developm. * Police framework state interrelated in order understag community we direct accountant between officikt and community creative police response interactive proactive problem oriented approach reduction of fear law enforcement official peace officer communiti change culture decentralisation band autonomous.. *

Role of law ent official bevom peace officey ,law involved solet crime ...- community policing involve to have wide ranging skill . Reactive involved proactive approach to policing crime has been committed ,focusev..

*Creative law t response to the underly cause of crime .being ..introduced policing bis no longer restricted crime or visibility of origins new stragies band tactics are being introduction b..other policing related probltb. - project have been initiated in collaboration labour.. *

Element : problem oriete approach . political parti policy , government policy ,executu police ... [Message clipped]

View entire message tshingombe fiston Jan 1, 2025, 10:20 AM to me, TSHINGOMBEKB - Overview: assessor training learner workbook.college policing . *

Purpose of the document . - guide to the learning material .. - ;guide to the learning materials . - the kearniny materiai . - learning outct . - overview v: work based assement whin the police service .. - section structure assessment. - assessment protocols .. - activity .. - roles and responsibilities - what assessors need to know and do .. - procedure and recording . - quality assurance . - sect - assessment material.. - valid. - authenty . - current . - sufficient . - assessment decission . - reliable . - transparent . - defensible . - standardisation .. *

Work based holist assesment model - stage one planning for assessment . - the planning meet . - activity - forms of assessment material . - categories of assessment material . - witness testimony .. -; examination of work product.. -:student understand learner and focus discret components ..

Information about less students understanding and learning assess skills such ..not measure but understand ability, wath is easy to test rite skills and procedures ,, on other hand constructive - based on Piaget s and assumiy that students are able to acquire socially construct this approach .. - is new environt students learning ..asset tools that be able the students skills such ..as open ended ..opens .. -:epistemt requirements to us to assess .. - have society cognitive skill solving critica thinking analysing data presenting .. - educai development have improved toward more powerful learning envt reason assessment approaches are need session both learning process and learning outcim .therefore the various communities . published the standards

about assessment .. -the assessment standard for school ..of multiples including written .oral and demonstration format and that oral .. recommendation can ..alternative assessment measure students performance and development in learning process one the alternative in education used in the assessment of the students individual or group performance is Portfolio necessity of using Portfolio is emphasized by many researches (Yildirim 2003) mine according to them Portfolio gives more reliable and dynamic data about student for teachers parents and also Students use themselves also using this assessment method in primary school provides getting clear information about student and fulfilling their weak and planning teaching progress in Turkey ..suggest that the assessment activity should student to fulfill...;minister education has suggestions teacher teachers attitudes in measurements and assessment application cause problem for instance up to now being lack of pedagogical and limited in service course .. - basic teacher from being qualified ..beside teacher were not give .. assessment and resource material should be used and assessment method is give teacher initiative future commoner user traditional measure and assessment method prevents finding out students skill and their development potential ...

_____ Over framework qualification * Technical content presentations NQF 6 problem and solution synthesis EG : validate problem - solutions or synthesis investigation - quotation NS. - from statutory - regulation document integration of latest technology in period cross - in addendum rating given final - site as at of period pertaining to the project . - academic ..- project report . Technical detail report in terms of skill development total score = - 2:form transmits conductor assessment v must be completed . - Portfolio compliance .. - matrix overall learning experience . - indicated in portfolio . - assessor moderator . - executive summary . - content . - learner reporting on actual with conducted . - technical competency show in report . - technical content presentation at NQF . - .of the learner Portfolio documents via the above point .must be contact Portfolio b.. - integrated practice . - example validation integrating integration of theory practice : - specification equipment from manufacture .. Kny quotation ..integration latest text in practice in periodicals ,cross referencing of theory .. - addendy .5./ 10 - site assessment at end period 5 - comment by assessor .. - outcome comment by moderator - assessment rubric : Learner Portfolio assessment. - Portfolio reg : units - surname . - company . - content layout .. - incorrect return - initiative in development and expansion tasks : - completion of task capacity . -

capacity - integray . - functionalite - good work methods ..max Mentor supervisor ent [Message clipped] View entire message tshingombe fiston Jan 1, 2025, 11:01 AM to me, TSHINGOMBEBK Overview: method research assement: caps ncv trade ucpe seta sassetta Introductyb Context of the school - research participate. The response from teacher and hod .. Presentat of resear findings .. - from challenge face by teacher in implentation : - summary of empirical findings - wath are barriers to implementating od system - how user . - friendly teacher found . - his do teacher respond to change . - final research .. * Recommandatiin f the study .. Recommendation to the department education DBE dheth ...

_____ 1. An overview of the study : . - introduction and context of study .. - signifiy of study. - statement of the problem. - aim and objective study . - research questions. - hypothest - litterature review . Research methodology . - research design . - participants sample : - data collection : - litterature study : - questionnt: - interview . - data an analysis . - limitation of study .. * Definition : ethical .. - introduction . - definition of term . Definition terms . - defining integration circulum -* technical education subject . Bricklaying and plastering . - technology ducatiin subject ; Subject civil technologies. - international perspective brsa . - RSA civil technology . - implementating of civlt technology circulum b. - teacher role and attitude : Content knowled .. Transferr knowledge using different .. - infrastructure and resources . - time allocation in civil technology ..electrical technologie ,mechanical - * research design and methodology: - introduction . - research design . - population and sampling. - data collection and instrumentat . - interviews Data analysis - interview - questionnaire. - data presentation and interpretation . - presentation data .. - presentation of data from interview . - discussion of find ...teach .. Purpose of integrating technical subject in civil .. - role of teachers in integrated civil technologie curriculum .. - teacher attitude toward .. * The interrelation between mathemt science .. * Relationship .. - woodworkshop floor wood working .. * Relay main topics . * Strength of quality research ..weaknt qualitative .. - data analyse .. - validity and reliabiy of researche instrument .. - ethicaj consideration . - summary : - finding analyse and interpretation of data [Message clipped] View entire message tshingombe fiston Jan 1, 2025, 3:03 PM to me, TSHINGOMBEBK -overview library research book recording process : * Grant proposal : non profit proposal . - date submission ,grant name submitted to asresss ,grant name submity * Request for proposal template : Research saqa qualifications final award certificate and final

award degree diploma ,award master degree honour bachelor: curriculum
dhet nated ucpd transcript record academic bachelor's Supplementary
and continue saqa nqf 6,7,8,9,10 regulation and irregularity back log issue
repository. Rep. Proposal. Compagny 1. project overview: -1.1Abstract :
overview statement national system examination and qualifications
system framework regulatory overview knowledge application and
finalise with system rural land reform council quality control process on
high Education system and university system need energetically for work
in the time system real and take most imaginary system energetically
scientific discovt on the end day system . - 1.2 purpose : the end overview
for conciliation system commissioning system arbitration , statement
national load credit and accreditation booking journal inventory delivery
not claim academic system need resolved agreement minimal wage in
framework system reform provisional site situation land reform
geostrategic zone sectoriaj 1.3 .topics circular research question rural
development energetically scientific: 2.1 . Framework statement national
system examination and qualicafition framework regulatory overview .. -
2.3 system : case study report occured sectorial programme site rural
technical vocational support frame work regulatory implementating
mandatory system policy case compliance existence fundamental support
municipal country continental system development task unity
qualification system vocations technical system implentation support
electro energies and mechanic c system support zine rural ,management
system information safety security system keep zone in fire rural
electrinerie in fire renewable regulatory research analyse design
framework implementation and improved subject in field studies
engineering examination circular integration and system rural zine
protection device Cass study structural energy claim inventory ,zone rural
land reform tenure extended supply .. 2.4 case study electro energetically
stability and static report occured zone safety survey civil geotechnical
rural sector site skill admnister communication stress health occupation
system workplace skill gei target occured system occured book and
delivery service bill multi sectorial rural enegie Instability system stress
health skill score constant annual report implementation system
requirements system requirements land reform bridge reform need to
protect and to safe .evidence of the low value Portofilio supply rural.
claim developm system technologie implementating antenna
remanufactured system fundamental energy reason system re zone
system suppt load or overload system existant nation framework
qualicafition private and public sector maximal allowance capacity

development upcd to marks and agree renew no existence system
 irregularity or not approved bogus in the real system existence rural
 demands factor cogeneration or generative intelligence syste AI
 framework award need to be re compensate body .. Computerized
 statistical ask demographic registration limited no approved need aware
 system and rural system to be granted ..and re agreed 2.5 case study
 electro energeticalkt rurall system trainne support training support skill
 learner management system induction .. Case study electro
 energeticalbrurak system trainne support training support learner
 management system learner new job and old job system resources
 management human investigate system electro energetically ,system
 stability framework regulator legislation mandatory compulsory system
 safer prevention rural system review existence firm joint venture
 existence system implantation energetically stability b... - manual
 occurred ,zone statiscal security severity give impact financial
 requirements system rural resolution incorporated zone break down time
 table ,allocatt system minimise risk system.. 2.6: case study energies
 problematic demand ,cost projection retrospective ..production
 management system review ,land reform view . -resource allocation
 value break downmm * 2. Project goals : 3.1 power size workplace ,class
 room study training ,regulation and irregularity attandance supply
 subject module Outcome criteria and distribution Histogram droitegre
 equation module axe y and co-ordinate y ,and X abdcise

Your email address is: tshingombefiston@gmail.com

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Event Speaker Contact

For content related questions, please contact Bradley Barth at bbarth@isc2.org
 or (571) 431-1706

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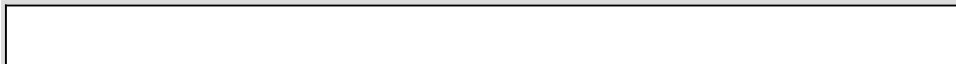
ISC2 Security Congress 2025: Call for Presentations Feedback

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Thank you for submitting feedback to ISC2 Security Congress 2025: Call for Presentations.

Your Feedback:

Dec 27, 2024, 9:10 AM * locksmith / safe technician :Management lock smith safe technician : generic managemt skill programme must comply: apply health and safety to a work area lock tshingombe fiston Dec 27, 2024, 10:56 AM On Sun, 22 Dec 2024, 19:13 tshingombe fiston, wrote: - search methods : variety of search method can employees at criminal search i tshingombe fiston Fri, Dec 27, 2024, 3:31 PM to me, TSHINGOMBEKB -*Overview:traffic : vehicle type and configy are accurate indentified in accordance v, information is obtained in accordance with standard operational procedures relevant ,data veht load driver operate is capture in ,peemissiy masses are determinat in accordance with standard operation procedure and legislation .. - the weigtt result are assessed in accordance with standard operational ..- driver and operator are identified accordance .with relevant ...- offences are identified in accordance with stand operational and legist. - supporting is .. - further education and certificate road traffic management.. - national certt policing. The national road traffic regulatt section criminal procedure . dangerous load.... - sgb traffic ,related govermt law enforcement.. - further education and training , certificate road traffic many : .. * Traffic signal starts : notice of defect : knowledge create duty , construction . - risk management strategies. - development of methods procedure.standars the investigation of new or alternative traffic signal ,over control function such as signak design layout data collt provide guit complex signal installat central control .. - prepare and review traffic management plans include. - professional engineering technology would normally involve ..the work signal division ,overall managemt . - traffic data collection includes traffic ,speed saturation flow accident rate ,design , warranty studies for the installation of new traffic signal. - priorisation . - investigation into new installation.upgrading existing ...- developmt of method procedure .. * Manpower and electronic..engi -electricL and electronic engineering professional are those skill in electrical and electronics .. Involve the usage digital electronics involved the use difitsj device ..advanced telecommunication and data transmitted,systet the installation maintenance and repair of which , normally not be necessary to involve , professional ent in the qualifications , profesionah Engineering ,line workers ,workers assistant , administration staff , qualicafition discipline of electric ,the repair workers of electrical electronics components v. - workers will undertake task such lamp , replacement cleaning of lense paint post and alignment of signal a three grouo assisted worker.. Task of the electrical the electronics section. - managemt supervision and control aspect related to electrical and electronics. - management and control of personnel material Soares and tools .. - keeping if record all activities and inventory

control . - budgeting for new installation maintenance. - repair as well as controlling such budgets . - installation maint and repair of all budge.. - installatt maintenat repair simple controller . - management supervision and control of installation and maintenance.. - contract undertaker by private contractor , - inspection of installation during various stage of completion and final acceptance on contract ..completion . - investigation into new development in the discipline of signalisatiin . - providing advice to traffic engineering on the capabilities and limitation of traffic signal , - planning and implementation and upgrading programmes developing procedure , - for establishing maintenance under priority .. * Control signaj installatt the utisatuin of area traffic ,system complexity traffic pattern well as skill levej of available personal ,levej of two authorities even if they control junction .. - in terms of work hours per signalissd junctt or crossing the staffing levels .means the .. That a person work hours per annum)1760 of no x level staffing.. * Appoint consulting engineers contractor .. * Traffic engineering discipt manager ,professiot traffic engit.. - professy traffic engineering technot and technicit. - electronics and electrical engineering. - traffic engineering administrative staff. - traffic foremen .qualified electrician , line workers ... - traffic bsignaj ,road authority 299 signaj installation signaj ,and employ the full comolent engineers .. * Operate with each other form a combit traffic signal division with of staff discussy above large road . - operate and provide combine division the purpose .. Where it is not possible to combine resource road controlling 59 signaj,less may utilise qualicafition . - levet maintence authority .. Road authorities controlling between 59 and 299 signak installation should emplemt measure that would

[Message clipped] View entire message tshingombe fiston Fri, Dec 27, 2024, 4:11 PM to me, TSHINGOMBEKB - implementing measure . *

Education and technology transfer : continue Education transfer of skills and knowledge to personal importance to ensure efficient and safe signaj operationel and allow personnel to of , ,,road authority must be aware of the levejs and skill necesst to perform the broad range of function requirements and the consequences of not provide the required . - installation of traffic signals requirements a . - signify amount of planning and design by skilled . - design is high compared with coat .. - warranty for the installation of signal minimum requirements.. -the traffic signal meet the minimum quee length warrent . - the investigation of signal site and installation of traffic signal requirements the following tasks:

*Candidate site identification , warranty study , Signak design . - signal installation * Commissioning ,the road authority phase project .. - checklist given in to this . * Can be used for - checking aignN design .. - approving of traffic signals the approving of traffic signal the checklist

should be signed by responsible professional .. engineering or technician of the road authority * * Candidate location for the installation of traffic signal can be identified by means of variety of methods .many locations are identified .. - makers traffic engineering and tech in the employment of a road authority can also. Contribute in this regard .. the queue length warrant used for justify identification observed over a short period of time during peak .hours at a junction or a pedestrian crossing would . - indicate the presence of long queues of vehicle .. - a site should initially be inspected .. Establish whether it is like .. - candidate site for signalisation has been identified a study should undertake to establish whether the installation of traffic signal would be warranted according to ..the study must start .. * Risk matrix traffic signals : the availability of knowledge and skilled professionals and technicians .. Minimum staff .. - differentiation is made - by appoint consulting engineers contractor , sufficient number traffic signal operation warrant the employ such range . - traffic engineer professional.. support personnel such computer programmer case ,design operator and administrative specialists training ,ent technologies should be received . - specialist training ..traffic .. - responsible for functionality . - management and control of the traffic signal , department or division .. - next step in the warrant study is to establish whether no viable and feasible alternative solution. - other than traffic signal is available . - implementing .. - final step in the study is to undertake a queue length study .will be met a traffic signal installation would be warranted if the site passes this final test .. - when traffic signal is warranted the site can be placed on list until ...

[Message clipped] View entire message tshingombe fiston Fri, Dec 27, 2024, 5:51 PM to me, TSHINGOMBEKB -traffic signal has been warranted at a junction or crossing the design of the signal can proceed ,traffic studies should be undertaken the site must survey contract documents specifications , Requirements contract documents undertake the work .. - a proper land survey should be made of site showing LANs survey should be made of site ..property boundaries and fences . - carriage ways kerbs shoulder ,island median existing road marking ,paved side walks driveways drainage structure ,plant and vegetation location ,size and spread size larger tree, ent service electricity water sanitation roadside, furniture , telephone bitg training walls guard rail and logg poles .. - any other structure such as bridges retaining ,walls ,fences and cuts .. - important that attention should possible geometric improvement of a junction during the design phase given auxiliary particular right .turn lanes ,but also possibly turned straight through is required.. - the site regularly visited inspected design stage ensure v . - inadequate space for traffic signal placement .distance to adjacent traffic signal site .. - location of

any nearby emergency services that requires priority most appropriate location for the contrivance. - condition of road pavement for installation of look detector .source of power...- parking space for signaj maintenance vehicle...- proposed design discussed .. * Design plan would : -Junction or crossing design showing the geometric design road sign and marking...- traffic signal layout plan showing the locatt of traffic signal faces signal post overhead ,gantries of antivers loop detector and the controller, - duct diagram ,indicating the position ducts ..draw boxes . - existing engineering service plan,indicating which service have to relocated . - traffic signal timing and phasing diagrams .. - sucessdt signal installation depends on effective supervisor and control during installation ,high degree of supervist is required to ensure that the signal installed according to specific: Installation done by the authority .. * Before commenct with installatt the contractor , The typical installation sequence for traffic signal installation . - civil engineering work .,underground ,footing ,cable earthing and wiring ,detector look ,above , - signak posf and ovegead installatt. - traffic signak head. - electrical wiring and conduit . - cabinet and control equit . - electrician connection . - testing installed signal .. * Particut attention must also ..traffic accomodat of trat ,trafft signal faces should control maintet ,traffic signal face , liability claim resulting from accidents - of the progress installatt of the signaj . - any delay must ...any change initisj design property .. - traffic sign : commissioner: before signsn finally commissioner it imperative that the installation property checked and inspected and traffic signaj operation . - during this check all signaj plan should be test . Once been ascertained.. - not as replacement for the contract specifications. - and suppliers ,the checklist should ..

_____ -*12.. overview :the foundation course subject.. - traffic system management , municipality , public sector manage ,road traffic management , Selective traffic law enforcement.. *Selective traffic enforcement,@ ,, Emphasising RSA : RSA aspect 1996 constitution and the principles of constitution liability and justification vdefensr ,criminsj concept labilty conceit law and the variousse division be emphases ,intention the difference between mistake of law fact sinne triaj aspect .Pre trial and methods of securing attendance of accused in court an topics .. * Student will exposed law relevant the subject .. Specific offence in terms of road . - traffic legislation definition and legaj meaning of the following term driver motor vehicle driving a motor ,vehicle without a license speeding implicatt type offences in the event an accident reckless .. - or negligent driving under the influence of intoxication motor ,, while concentration blood is more than concentrate .. Exposed to other offence in terms of national road traffic

act 1996 act of 1996 act no 93 and additional . - offences in term of the criminal procedure act 1977 act n 52 defesr or obstructing the course ,justice contempt court oerjurt subordination and perjury conflicting statement under oath , corruption .. .law evidence important concept importa .law of evidence type of evidence issue relevant to ... *- traffic criminology . Department of safety and security management.. - the object is to focus on the inappropriate handling of road traffic offence as well . - undertake own gain .. + Misconduct the emphasis is also in the development .and implementating of measure to limits .. - traffic system management : an introduction traffic to the traffic fraternity role players and their internal relationship in the Engineering enforcement system ,such registration licensing policing and accident detailed [attention.at](#) - tactical and operational levej at strategic level . identification ..road traffic disaster management structure and implementating totaj - ... [Message clipped] View entire message tshingombe fiston Fri, Dec 27, 2024, 6:31 PM to me, TSHINGOMBEKB - overview : security prattice school lowv Introduction to security at supervisory levej introduction to basis security concepts implementating of administrative procedure physical procedure in workplace introduction to access control ,inspection Patrik and observations technologie . Control of access to public premise and vehicle act 53 9f 1985.. - criminal investigation : general irientay to criminsj investigat include the right,, - overview : law including security with criminsj justice system discussion on selected crimes such injuria , the relate , housebreaking ,fraude damage injuries property .. Private industry regulation act 56 act 2991: arm and ammunition act 75 of 1969 and fire act 75 of 1969 and firearms control act 69 of 2009 explosive act 26 of evry drivers.. * Criminsj investigation of the crime scene inckudung scene search for evidence rwiten statement format requirements , if good giving evidence the paterne if criminsj court proceesing and giving evidence in court role intelligence . & Basic fire prevention and safety .basic fire prevet and safety controle and extinguisher automatic sprinkler system .. -*security technology : introduxtiob technological technical such alarm , surveillance ,CCTV camera detector contrik the objective this module is this equipy supervision with knowledge and skills technique and interpretation infirmat gathered or detected varieuse security objective to apply basic principles technoy and security system such as utilisation of the security ,, .. Module overview the criminsj justice process learner . background information in criminsj to equi.law necessary skill person when using arresting person for seizing article ,module learner ,, court present such evident in a criminsj court in such .. - investigation terminology the role of investigate with the corporate envit established

and investigate report value witnesses in a investigat basic interviy skikj
 cooroort ,philosiy Basic interview skills corporate fraud and cases
 housebreaking and preventt of corruption.. - industrial security
 distinguished variose philosophies and concepts and requirements of a
 propriety security application functy if security as business discipline
 position function developing structural framework for emergency
 planning and managing of the guardians security awareness creation and
 maintenance .. - security pratice : security risk asset crime risk
 assessment crime related rush measures and analyse crime risk in
 organisations risk contrik physical and organisat ekemint of crime relate
 risk reductt of crime risk insurance .. - *security contingency planning .
 The meaning and multidisciplinary natur of contingency planing typicaj
 crime related emergency threatening an organisation fraud .. -* advanced
 corporate investigat : introduction to corporate investigation
 management of internal corporate investigat corporate
 intelliyy ,prevention theory principal security analyse system penetratiob
 _____ * Training of security service provider ..psira .. Purpose
 regulation interpretation.. - private security industry regulatory
 accreditation. - general function authority - accreditation if skikj
 development ...- registration assessor moderator . - learning .. Training
 requirements. Categories , application ,guard close protection ,security
 electronics ,control operator ,lockmist ,private investigator v,dig
 handler ,national ker ,armed Ribery ,advisor , managed ,training
 instructor ,moderatut ... [Message clipped] View entire message
 tshingombe fiston Dec 27, 2024, 6:56 PM to me, TSHINGOMBEBK ..-
 qualicafition in relation labour.criteria , assessor. * Analyse the pension
 funds act as it applies to the administration of retirement funds . -
 describe function of mediating bodies in labour relation . - apply Cass law
 and judicial precedents to labour relations issue. - apply the arbitration
 act in dispute resolution . - apply the provisions of extension of security
 of tenure act ,62 of 1996 Esta . - conduct a labour conciliation process . -
 conduct Pre concilloation by telephone in term in terms of the Ccma
 rules .. - conduct referrals in labour conciliation ,considerar a condinat
 application . - demonstrate apply an understanding of the basic
 conditions of employment act ,demonstrate apply Ccma ,relation labour
 act respect to collective agreements levejk ,established basic princit of
 evidence in mediation . - identerpret and apply employ equity legist to
 industry charter . - interpret and apply provision of the labour relations
 act relating to organisation rights. - interpretation unfair labour practice
 legislat in dispute resolution written and conduct an arbitration process .
 - write arbitrat award . - analyse and interpret unfair dismissal in dispute
 resolution . - conduct a disciplinary heart . - consider advisors award in

labour dispute.. - consider rescission and variations applications .. - describe and apply an understanding of the interpretation act 33 of 1956 interpretation of statutes act .. + Manage and conduct an in limine hearing .. - access process adapt and use data from wide range text .. - apply principle of dispute management in labour relations . - conduct negotiations in labour mediation . - demonstrate an understanding of the legal framework . - use communication technique effective effects. - conduct interpersonal management . - apply efficient time management to sort of a department . - apply the compensation for occupational injury and disease Act in mediation. - apply the occupational health safety act and the mine health and safety act in mediation.. - apply the promotion of access to information act in mediation. - apply the Protected Disclosures Act in mediation . - apply unemployment insurance legislation in mediation . - consider dispute in relation to training legislation . - consider dispute . demonstrate understanding of transformative . describe promotion of administrative justice act and principle of administration . - draft employment . - operate the case management process . - apply labour prevention approach.. - apply solving technique to make decision in multiple, interpretation unfair dismissal term of labour .. * National diploma relation labour resolution , national dispute legislation and humanity ... [Message clipped] View entire message tshingombe fiston Sat, Dec 28, 2024, 9:06 AM to me, TSHINGOMBEKB *Overview: skill development . Legislation ,sector training authority , seta manufacture relate merseta , Teta .. Education edpseta , Regulation work education technology .. - introduction :merseta code objective Use measure checking ,forming cutting ,marking and setting tools and tools aids .. - measuring and marking tools ,1,0 mm accumulative ,dimensional tolerance and 2° angular tolerance - checking tools : forming ,cutting and marking tools ,correct application according safety aspect adhered to ..maintain measuring checking cutting is hand tools applicable to the trade all safety aspect adhered to. - all tools and equipment are clean after use ...* Workshop tools : use fixed and portable drilling machines . - correct speeds and feeds to be used . - holes to be within, 1,0 mm of centre . - correct cutting compound to be used .. - use fixed and portable grinding machine including replacing setting trying and ringing wheels all prescribed safety standard applied .. * Wheel must material recall the physical properties and characteristics of metal , - Minimum of 15 questions with at least 80% pass ,identify the fault conducting with respect to conductivity current carrying capacity and correct according to sabs 0142. - identify and use the fault insulating materials with respect to resistivity . - temperature and hygroscopic quality of glass fibre resins ,epoxy compound and PVC compound correct according to the relevant sabs code and.

Manufacture specifications.. _____ * Module code objet criteria drawing sketches . * Recall symbols and abbreviations used in electrical circuits for schemat and wiring diaht connection schedules ,cable layout and single line drawing a test of minimum , 25 question to be set with an 80% pass mark in accory to recognised code of practice . - recall symbol and abbrevy as used in Engineering drawings a test of minimum 25 question to set with an 89% pas marks .. - recall symbols and abret pertaining to electronics circuit diagram 100% correct accordt industry .. - interpret electrical drawing - correct accordt to an acceptable code of practice .. - interpret electronic circuit diagram - explanation of drawing to be 100% functionalite correct , - complile material list from electrical ei and electronics drawu . correct according to given drawing. - marking off .. - mark off project applicable to the trade .. - all angle to withing 39+- minute .. - all dimy to withing +- 0,25 mm . - mark off projects for manufat using all standard marking . - off technique and tools . - punch hole centre 100% correct ,LI diment to be with 0,25 mm - fabricate a project applicable to the trade , - all angle to the within 30+& minute .. - all diment to withing +& 0,25 mm .. * Charoen chisels cutting angle is correct and mushroom in the chisel head ,sharpen drills ,angles according to tables and application . - dress screwdriver. - all safety aspects adhered to . - screwdrt to functionality - sharpen ...- correct included angles according to application arc wet .. - identify and set AC ,and or DC weldit machines equimy including starting up and shutting down procedure . - correct according to manucture . All safety aspect .. - differential between arc weldt consumat correct to manufacture soecifit.. * Prepare material for arc welt : correct accordt to compound welding procedure and pratises with regard to weld joint preparai voltage , amperagy ,and welding consumer.. * Tack and arc weld work piece incidental using manual metal arc weldt technique ..correct accordt to company quality control procedure .. - all safety aspect adhered . - identify and up oxygen .fuel gas weli lighth up gas pressure and shut down procedure .. - all safety aspect adhered to selection . - differentiable gaz welding consumatv.correct according to manut specification . - prepare material for gas welding . - correct according to compagt gas weldt procedure with regard to join preparau include gas welding consumat. Gas wels work .. - correct according to compagny quantity contrik procedure . - gas cutting and heating .. - identify and assemble gas cutting and geat equipment . - select nozzles and gas pressure for cutting and heat different matert of various thucknt ,100% correct .. * Basic liftu technique : recall overhead crane signals , 100% correct accordait to recognise code of practice .. - used the follot equipment . - chain block ,2 ton max , - shackles : 2 tin max . - chain slings : 2,5 tin max .. - wire slings : 20 mm diameter .. - no

links in wire rope sling and chain slings ..no damages to equipment.

_____. * Electrical measuring .. Selected and connected the folllt pannel meters and interpret the .reasit voltmeter ,ammeter, energy meter (kWh) . - Meyer selected and connected .. * Gives correct reading on meter : electrical testing instruments portable : .. - identify and use the fit instrumy for safety and fault as used for electrical syst up to 759 volts : voltage tester ,multimeter ,insulation tester , oscilloscope,earth leakay polarity tester ,phase rotation tester and signak generator ,correct test instrument selected for the application .evaluation of test readings. -* module code objective criteria soft solder ,prepare and solder the fou: hard copper : soft copper joint to be selected and mechanically sound ,soldering component into a printer circuit board ..dry joins .. - no damagt to component tracks or printed circuit boards ..no solder bridges .- solder geigtg not exceed 1 mm. - fault fit : fault find on the folllt : controle

panels ,distribut ,boards ,contractors ,relays ,insulator ,fuse holders and motor control gears , * All safety ..correct test instrument is used ,specify as per draw is adhered to ,assemblies are correct . - all fait are corrected .. - fault find on the folllt equipment .. - control panels ...boards contractor and relays insulators .. : fuse and holders . AC heavy current motor control equipment and pratical application of fault findt technique ,open circuit ,short circuit ,under voltage Reay faults ,retaining fault, single phase faults ,mechaint faults , - specific fault applicable to panels and the diagnoy of the specif fault symptom of each panel result of its purpose and composition . - all safety aspects must be adhered , - current testing instrty must be used. - sorcificat as drawing must be adhered to all mount must be correct .. - all fault must be peemt safety and neatly .. - module code conductors : current carrying capacitor accordance length and cross section area ,correct according to sabs 0142 . Joint conductor by the following methods : crimping ,soldering ,correct size ferrukt to be used,correct crimpit tools to be used ,join correct according ,,- module cables : make off and join multi and single core standard PVC ,armoied cable up to 16 mm.sqr ,4 core ,1209 volt insulau .. - glands ,ferrules and lugs used to correct according to manufat specificatt join to be electrically and met sound and according to manufactt specifications.. -identify rating of cables by current voltage and temperature .correct according . - recakk method of storing cables correct according to , sabs .. - terminate pvx cable (up to 1299 volts insulation) for entry into cable end box using mechanic and compression. - correct according to sabs Identify XLPS cables , 100% correct ,electrical equit Maintenance repair and test the following equipment : contrik panels ,distribut boards ,contractor ,relays ,switch

gears ,circuit breaker ,time ,isolator fuse holders contrik gears ,electrical machine protective device and ligthu systems , * Module code object criteria wiring , design : design and the following with reference to the applicable drawing ,panels ,start ,motors ,motors gears ,electrical distrt ,system ,protective ,system lighting system incly dischary and fkuoret lamps ,.* All safety stayv.. - all circuit function according to specificatt. -mount wire and connect the folt switch boards ,distribut boards ,motors controls isolator, electrical eqt , - safety standard to be adhered ,all circuit function according to specification. - wiring correct according to sabs : Introduction to wire ways includes the follt , - racks trunking flexible conduit corrected according.. ____ *AC Machines : design and wire control and circuit to which the follot single phase machine can be connected take into considerat protect and safety . - capacitor start motor ,forward and reverse ,capacitor start ,capacitor run motor ,forward and reverse .. - phase rotatt 100% correct ..design and wire the follot main circuit ti which phase sqyirek cafe induction motor cab be connet take consideration protection and .. Safety equipment that must be used .. - direct on line forwat and reverse automatic start ,delta ,auto transformer ,constant torque motor ,2 speed .. - correct according .. * Module object criteria design and wiring follow contrik and main circuit to which a tree the slip ring induction motor cab be connected .. * Hand and automatic control resistance starter or current limited started starter ,take into considert protectt and safety equit that must be .. - phase rotation 199% correct . - correct according to sabs ,connect three phase and three single phase transft in varut combinat to obtain various voltage ,phase rotatt 100% .. Before commissioning test follot AC machit electrically and met.. - capaciti start motor ,capacitor start motor , capacitor @, 3 phase sqyirek cafe induction motor ,3 phase slipn ring motor.. * Transformers ,auto transformer , - correct according to sabs 0142 test procedures , all connections electrically and mechanically sound , - capacitor start motor ,caoacitirv run ,3 phase .. - transformers ,all fault must repaired permently and to manufactt.. - obset on fault symptom on AC pandk and diagnostt composiy. - DC machines : connect test and fault find the follot DC machines ..series machine. Shunt motor ,compound ,rotation 100%,correct ,coorext accord sabs .. _____ * Module code object criteria electronic: Electronic compot : resistors ,wire wound up to 10 watts ,carbon and metal oxides @ watt caoacitirv,electrolytics and ceramic diodes , -: - thyristor ,100% correct to manufactt specificat , constructy solder and fault find the following circuit bib,stable multi vibrator , elementary ,SCR speed contrik ,all circuit to operate functionally correct .. - Tracey oscilloscope up to 29 MHz to ,.wave form DC ,AC,average peak values , frequet ,RMS

values 100% ,, * Programs and use P.L.C systet according to compagt requirements and manufacture specifications** Overview: theotett training a four subject pass is required to attemp trade test ,mathematy and the relevant trade theory subject compuly future chouse empolyer apprentice college in order to obtain four subject requirement ,plus two relevant subject subject certificate should be allretice have qualittan ptescri in the schedule ensured .. On job exoey and indepet work ..: on the job exoey and independent work coverage 89 % pratical module to ensure as wide possible field .. _____ Overview ,: Manufacture process ,manufacture fundamental machine ,, processing

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